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ABSTRACT

To help elementary and secondary classroom teachers develop and implement values education programs, the document identifies values which should be dealt with in school and suggests activities to reinforce specific values. The document is presented in four chapters. Chapter I introduces values concepts which should be integrated into the education of all children, regardless of religious, cultural, ethnic, or philosophical background. Concepts include integrity, courage, responsibility, justice, reverence, love, and respect for law and order. Objectives are presented for each concept along with relevant quotations from well-known individuals. Chapter II relates the schools' responsibility for values education to the responsibility of home, church, temple, and synagogue. Chapter III suggests learning activities to reinforce specific values concepts. For each activity, information is presented on age group, resources, objectives, and materials. Activities involve students in story telling, analyzing readings, writing, discussing, problem solving, dramatic presentations, and field trips to museums and community organizations. The final chapter suggests additional reference materials. (DB)

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# *The Teaching of Values*

An Instructional Guide

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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SO 011 693

**Los Angeles Unified School District**
Instructional Planning Division
Publication No. GC-56

1978

Ideals are like stars; you will not succeed in touching them with your hands. But, like the seafaring man on the desert of waters, you choose them as your guides, and follow them until you reach your destiny.

Carl Schurz
From an address at Faneuil Hall, Boston
April 18, 1859

## IMPLEMENTATION OF TITLE IX

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**LOS ANGELES UNIFIED SCHOOL DISTRICT**

# FOREWORD

Modern life in the United States is rich with choices and opportunities. These can be rewarding and at the same time confusing. It is far more difficult for a young person today to develop a clear set of personal values than it was in the simpler, more austere life at the turn of the century. The mass media repeatedly present and discuss questions of moral concern with a sense of despair. Value conflicts continually confront each of us, compelling us to choose deliberately among options. Personal value systems provide the bases for these decisions.

Schools serve children from diverse religious, ethnic, and racial groups. Regional diversity also is commonplace in urban schools. Distinguishing factors among these groups are the different philosophical and theological bases upon which are constructed the groups' standards of behavior and professed value systems. The behavior of children--more often than not --is the product of experiences within their own cultural groups, reflecting their values and their behavior and eliciting allegiance to those groups.

Teachers should be aware of the potentialities for conflict. They need to become knowledgeable about the lifestyles and value systems of the various cultural groups and subgroups represented within their classes. Above all, teachers must respect the cultural dissimilarities among their students and recognize in such differences opportunities for the development of cultural insight both in students and in themselves.

"The school in all its activities is a character-building institution. . . It cannot escape this particular function."[1] The staffs of elementary and secondary schools and adult schools recognize the home as a primary source of values. Teachers cooperate with home, church, and community in promoting the development of desirable values and attitudes in young people. Each part of the curriculum is reviewed periodically to determine whether the experiences of teachers and social and technological changes indicate the need for changes in instructional materials. It was such a review that resulted in the development of this publication.

It is hoped that this guide will stimulate increased concern, thought, and action on the part of school personnel. Thus, it will substantially help students to develop their sensitivity to moral concerns and to recognize that their every action reflects their personal values.

The classroom teacher, in conjunction with other staff members, can help to achieve the purposes of this guide, seizing the abundant opportunities for influencing the development of values and attitudes in the teacher's relationships with young people.

[1] *Character Education in Los Angeles.* Los Angeles Unified School District Publication No. 262, 1934, page 11.

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## ACKNOWLEDGMENTS

Special gratitude is expressed to the members of the original committee who contributed to preparation of the pilot project publication, *The Teaching of Values,* produced in 1966, which was the predecessor of the present work.

The District-Wide Committee on Values Education was formed in 1975. This committee charged the District staff in values education with the responsibility for revitalizing efforts in this most important area of curriculum. The committee recommended that the existing values publication be edited to meet Title IX requirements and that teacher resources be updated. The Instructional Planning Division wishes to express sincere appreciation to members of the District-Wide Committee on Values Education for their assistance:

Romelia Acebo, Early Childhood Education Program
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Max Wolf, Representative, Professional Educators of Los Angeles

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## TO THE TEACHER

Some philosophers believe that human survival depends upon widespread commitment to personal, self-activating moral concerns. Public schools share with the home and religious institutions the responsibility for transmitting to each new generation the moral values through which our nation has achieved greatness. In keeping with the great responsibility with which they are thus charged, educators should seek in every class and in every subject area to help students to examine the bases upon which ethical conduct is built, to assure opportunities for developing a sound personal value system through practice, and to provide in their own conduct worthy examples for students to follow.

Therefore, the purposes of this guide are to:

Emphasize the impact of education and the school as an institution upon the value systems of young people and thereby upon the attitudes and conduct of our society.

Identify those values which the school may seek to develop in cooperation with the family, the church and synagogue, and other institutions.

Stimulate thoughtful exploration of our own value systems.

Suggest practical ways to teach values.

Assess the importance of all aspects of school experiences in the formation of character in those whom we teach.

Make ourselves increasingly aware that the actions and attitudes of young people--indeed, of all people--derive from the values that they hold.

Help develop within the school a climate which is conducive to a general concern for morality and which promotes ethical and mutually beneficial human relationships.

This guide deals with the following general areas:

The Values We Teach
Sharing Responsibility for the Teaching of Values
Suggested Learning Activities

*Uses of the Guide*

This publication can be used both by individuals and by groups in:

Exploring ways of promoting the development of values in young people.

Stimulating continued learning about and greater understanding of the nature of values, how they develop, and how they function in their lives.

Becoming better acquainted with the citywide program for the development of values and with those specific values which can be emphasized in schools.

Helping pupils and students develop toward moral maturity through their educational experiences.

Becoming familiar with the laws and legal decisions which affect the teaching of values.

> It is sometimes argued that the school should be charged only with the intellectual development of its pupils. If such a school were not psychologically impossible, it would be morally irresponsible.
>
> John H. Fischer

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## DO UNTO OTHERS. . .

"The Golden Rule" is probably the best known of value statements. Many persons think that it derives solely from the Judeo-Christian tradition, but statements from other great religions illustrate that this ethic of love is a universal concept.

CHRISTIANITY – All things whatsoever ye would that men should do to you, do ye even so to them; for this is the law and the prophets.

CHRISTIANITY AND JUDAISM – Thou shalt love thy neighbor as thyself.

BUDDHISM – Minister to friends and familiars in five ways: by generosity, courtesy and benevolence, by treating them as one treats one's self, and by being as good as one's word.

CONFUCIANISM – What you do not like when done to yourself, do not do to others.

HINDUISM – Let no man do to another what would be repugnant to himself.

JUDAISM – Take heed to thyself in all thy works. And be discreet in all thy behavior. And what thou thyself hatest, do to no man.

SIKHISM – As thou deemest thyself, so deem others. Then shalt thou become a partner in heaven.

TAOISM – Rejoice at the success of others. And sympathize with their reverses even as though you were in their place.

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# PART 1

# THE VALUES WE TEACH

Honesty, responsibility, integrity, respect for the individual, the spirit of cooperation, the brotherhood of man: these are not values that fall in the category of incidental learning, learning that is in a sense a by-product of the main goal . . . they are made central and sought directly.

I.N. Thut

# INTRODUCTION

People of every culture in every age have expressed their ideals in innumerable ways. The Los Angeles Unified School District here seeks to translate into understanding and action certain concepts that are based on the heritage of the past, and describe values of our ever-evolving society; integrity, courage, responsibility, justice, reverence, love, and respect for law and order are among those concepts.

Over 60 years ago, a United States Commission on Education published an original report entitled *Seven Cardinal Principles* which formulated the basis for educational priorities throughout the next couple of decades. While space precludes a detailed description of the conclusions out of which these cardinal principles were born, it is important to note that the Commission agreed that "education should be determined by the needs of the society to be served, the character of the individuals to be educated, and the knowledge of educational theory and practice available," adding that these factors are by no means static.

The Commission proceeded to analyze certain human activities—family, vocational, and civic—and to identify objectives for the education of every American child: (1) health, (2) command of fundamental processes, (3) worthy use of leisure, (4) citizenship, (5) vocation, (6) worthy home membership, and (7) ethical character. "In a democratic society, ethical character becomes paramount among these objectives," the authors of the cardinal principles declared. It is fitting that, in the 1970's, our 36-member, District-wide Values Education Committee has reaffirmed that the task of developing ethical character is more important at present than it ever was in the past.

When contemplating the development of ethical character as an educational imperative, it is well to note, as many of the Values Education Committee members did, that young and old persons alike need positive ethical models. The District Committee also contended that we need a renewal of *merited* respect for the institutions that give democracy, the human conscience, and individual lives their meanings.

In devising or developing experiences that create what is labeled as "ethical character," it is the family and the school that are likely to have the greatest influence. Above all others among the various educational forces, these two strengthen or diminish the ability to resist manipulation. They either develop or erode the decisiveness needed to respond without confusion to basic daily choices. They either develop the talent for self-direction or they teach blind acceptance of the dictators, tyrannical ideological machines, or "experts" who claim to have all the answers.

Every aspect of human life is influenced by personal values which direct our actions and by attitudes which characterize our relationships. Yet the words used in discussing values—among them *moral, spiritual, ethical, attitude, ideal, character,* and even words like *teaching* and *learning*—can be more easily listed than defined. Definitions and interpretations vary from person to person and from situation to situation for the same person. For example, one person may consider love to be a motivating force, and identify other values as descriptive of conduct related to it. Another person may view cooperation as an outgrowth of responsibility and integrity rather than as a value in itself. What seems like faith to one will be courage to another; the qualities are so interwoven.

Despite varying definitions, however, there are values which have endured through centuries of human experience. They reflect both the ideals expressed in the world's great religions and the principles on which our nation was founded. Our own publication, *A Statement of Goals,* reflects a commitment to the teaching of values: "In a world of changing and often conflicting values, students need to develop the ability to identify, evaluate, and choose their personal values and to have opportunities under supportive circumstances to gain a greater appreciation of the effects of their choices upon themselves and upon society."[1] In these words, the goals statement of our District expresses an understanding of and a dedication to the inclusion of values education as an integral part of a complete educational experience.

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[1] *A Statement of Goals.* Los Angeles Unified School District Publication No. GC-31, page 24.

## Teacher and Pupil

In life, the individual is continually confronted with value conflicts and is compelled every day to make conscious choices. The bases of these decisions are the individual's personal attitudes and values.

Many of the value conflicts of young people occur during the school day and create opportunities for thoughtful consideration of issues and values. At the kindergarten-primary level, for example, respect for property and recognition of the difference between fact and fantasy may easily develop from experiences at school. In later years, loyalty to "the gang" may conflict with the need to report a serious violation of school rules. In the junior and senior high school, the student feels a need for courage to express his or her own ideas and to defend the principles in which he or she believes. In any classroom, on almost any day, the opportunity may come to discuss the need to accept responsibility for getting to class on time, caring for materials, completing lessons, or meeting any of the other obligations of school life.

The teacher dedicated to the communication of values learns that young people develop values in subtle and varied ways, primarily through:

Identification with and imitation of individuals who are important to them

Critical thinking about experiences in the making of choices

Generalizations and precepts about real and vicarious human experience

Direct teaching by home, religious institution, and school

These facts move the teacher to:

Make serious efforts to exemplify characteristics which pupils may emulate.

Guide pupils to analyze conflict situations, both real and vicarious, in the light of motivations, consequences, alternative solutions, and growing understanding of attitudes and values.

Help pupils to generalize about experience through discussion and use of rules, maxims, proverbs, quotations, and other expressions of valued truths.

Guide pupils in developing a knowledge of, and respect for, the values which the great majority of our people believe to be important.

Help pupils to develop a willingness and courage to support and apply constructive values in the face of pressure from other members of their peer groups.

The dedicated teacher knows that, despite our present knowledge, we lack dependable ways of evaluating students' growth toward moral maturity. Evaluation, therefore, must be based on the teacher's:

Knowledge of the developmental stages of childhood and youth

Understanding of the nature of moral development

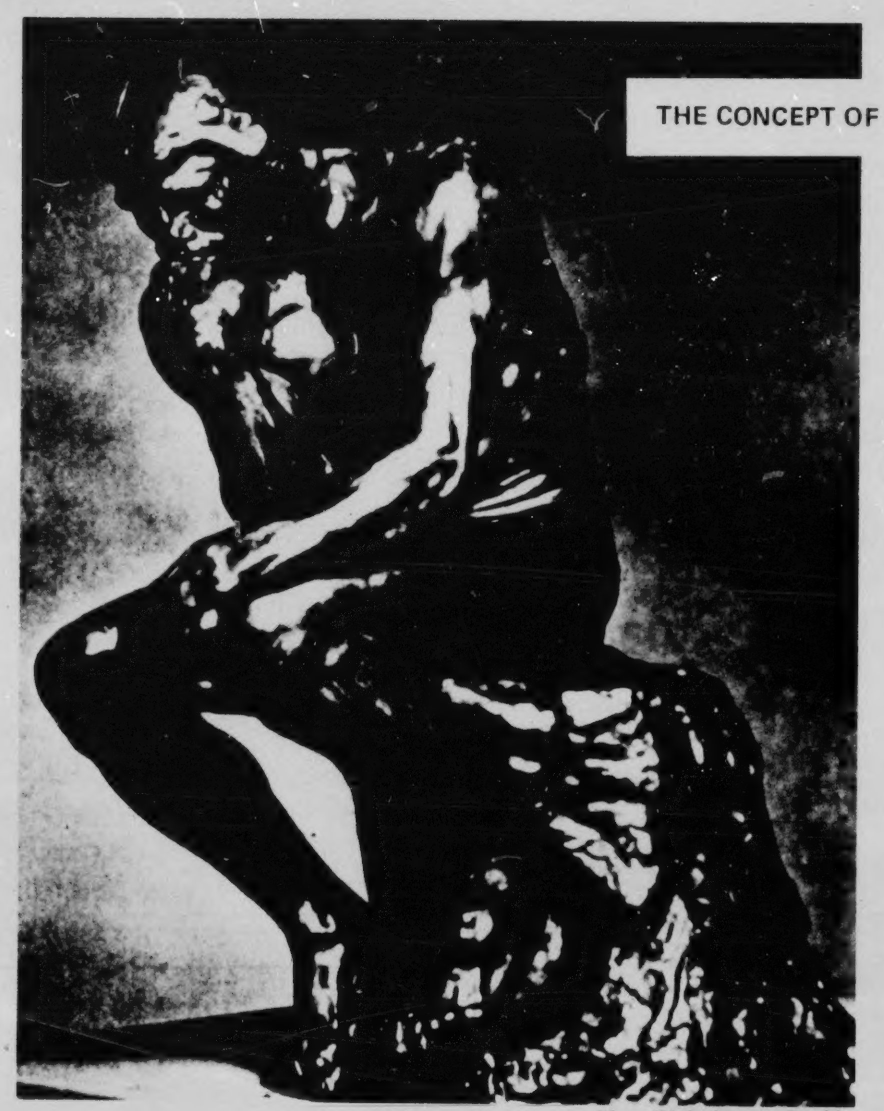
Understanding of the way in which values function in the life of the individual

Growing skill in permeating teaching with education for moral concerns

Depth of perception of changes in children's values, attitudes, concerns, appreciations, relationships, and behavior

In studying the concepts which follow, the teacher will be able to discover new, more effective ways in which to guide pupils toward moral maturity.

# THE CONCEPT OF INTEGRITY



The Thinker, Rodin

# THE CONCEPT OF INTEGRITY

Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful.

Samuel Johnson

Can the same nature be a lover of wisdom and of falsehood? By no means. The true lover of knowledge must, from childhood up, be most of all a striver after truth in every form.

Plato

Through practice in searching for their own thoughts, youth may develop several major values: readiness to admit one's mistakes; the moral courage to maintain one's position in the face of condemnation as long as that position is founded on firm evidence; the acceptance of the search for truth as an end in its own right; and a deep respect for the power of truth to lead men, by paths that had often been unsuspected previously, to means of benefiting the human lot.

Hermann J. Muller

## THE CONCEPT OF INTEGRITY

As adults, we recognize integrity as firm, consistent trustworthiness to ourselves and to others. We know that dishonesty corrodes the dignity of the individual and diminishes the moral energy of a nation. We recognize integrity as the quality which reflects responsibility, courage, justice, reverence, and love and unifies them into a related whole.

Our objectives as teachers are to guide students to understand that:

- Honesty is essential to trust.
- Trustworthiness is fundamental to good human relationships.
- Integrity builds personal dignity and worth and provides deep personal satisfaction.
- Personal integrity reflects obedience to and support of rules and law.

In accordance with their present capacities, students grow in their ability to:

- Be true to the trust that others place in them.
- Make a consistent effort to discriminate between right and wrong and choose the right course of action.
- Develop courage to stand alone in support of what they consider right.
- Recognize and resist dishonesty, deception, pretense, and hypocrisy.
- Be conscientious and persevering in fulfilling responsibilities.
- Pursue the truth, including the truth about themselves.
- Adhere to constructive personal values, although others may achieve apparent success through actions which are questionable.

- Objectively evaluate themselves and their relationship with the world.
- Understand and respect their capabilities and find satisfaction in and through their own efforts.
- Assess the consequences of personal acts and resist using others to achieve their purposes.
- Build intellectual honesty through weighing diverse opinions and deliberating rationally.
- Honor and support the integrity of others.
- Obey and uphold rules and the law, whether observed by other persons or not.
- Use their freedom with integrity.
- Support the common good in matters not detrimental to their integrity.
- Develop a stable, functioning system of moral principles and know themselves as moral persons.
- Bring their ideals and their actions into closer agreement by acting with honesty and sincerity in their daily relationships.

# THE CONCEPT OF COURAGE

Dr. Martin Luther King

# THE CONCEPT OF COURAGE

Courage is a virtue only in proportion as it is directed by prudence.

Francois de Salignac
de La Mothe Fenelon

Courage is the price that life exacts for granting peace.

The soul that knows it not, knows no release from little things.

Amelia Earhart

Courage consists in equality to the problem before us.

Ralph Waldo Emerson

## THE CONCEPT OF COURAGE

As adults, we know courage as a firmness of spirit that enables us to venture, to persevere, to withstand the frightening and the difficult with resolution. We know it as sustaining us in the minor conflicts and routines of every day and as strengthening our ability to function with integrity in the face of compelling conflict. We know that courage is essential to the fulfillment of personal and common good.

Our objectives as teachers are to guide students to understand that:

- Fear is a natural, protective emotion, and courage is overcoming fear by acting on principle despite suffering or danger.
- No person is immune from conflict, struggle, or suffering.
- Much daily human activity takes courage, and there is dignity in all constructive endeavor.
- Consistent support of rules and law may at times cause an individual to stand alone and require moral courage of a high order.
- Each individual must assume responsibility for the achievement of his or her potential.
- Courage expresses itself in various forms: in initiative, perseverance, deference, independence, forbearance, renunciation, and adaptability to change.

In accordance with their present capacities, students grow in their ability to:

- Concentrate on the achievement of good despite danger or discomfort.
- Analyze conflicts in terms of moral and ethical values and make decisions on the basis of what they perceive as right.
- Face failure, make a conscious effort to learn from failure, and continue their efforts to succeed.
- Attempt to right wrongs within the spirit and letter of the law.

- Exercise patience in subordinating immediate satisfaction to subsequent good.
- Develop a questioning and intuitive mind, explore doubts, and be receptive to understanding of ideas which are contrary to their own.
- Cope with unrealistic expectations without a sense of failure.
- Stand up for what they think right for themselves and for others even when they must stand alone.
- Help others to face resistance, disapproval, or rejection in pursuing a moral course of action.
- Defend their country and the principles upon which it was founded and for which it stands.
- Be courageous in accepting responsibility for the direction and meaning of their own lives and for the development and defense of their own integrity.
- Be forthright in expressing their concerns for the functioning of values in their own lives and in society.
- Have loyalty to ideal moral standards, exercising the will to act on them in times, places, and circumstances which call for their exercise.

**THE CONCEPT OF RESPONSIBILITY**

*Family Group, Henry Moore*

# THE CONCEPT OF RESPONSIBILITY

Duty, then, is the sublimest word in our language. Do your duty in all things. You cannot do more. You should never wish to do less.

Robert E. Lee

Liberty means responsibility.

George Bernard Shaw

. . . Our purpose is to cultivate in the largest possible number of our future citizens an appreciation of both the responsibilities and the benefits which come to them because they are Americans and are free.

James Bryant Conant

## THE CONCEPT OF RESPONSIBILITY

As adults, we know that responsibility represents reliability and trustworthiness; moral and practical accountability; and the ability to determine our own acts and consider their consequences. Our sense of responsibility influences our relationships with social and political institutions and our religious commitments. Social responsibility requires cooperation and justice, reflects love and courage, and helps create a foundation of personal integrity.

Our objectives as teachers are to guide students to understand that:

- Much of living is a process of shared responsibility, cooperation, and decision making.
- No one can make our decisions for us.
- Every person has a responsibility to develop his or her talents, skills, and other abilities and to share them with others.
- Democracy provides obligations and opportunities to serve others.
- Each individual has a responsibility to respect and obey the law and to help others in doing so.
- The majority has a responsibility to protect the rights of the minority.
- The minority has a responsibility to respect the decisions of the majority while being free to work for change within the framework of the law.

In accordance with their own present capacities, students grow in ability to:

- Respect parents, teachers, law enforcement officials, and others charged with responsibility for social institutions.
- Respect the private and public rights of other persons.
- Demonstrate an active concern for personal and public justice and obey the law.
- Respect the rights of all persons to their beliefs and to the expression of those beliefs within the bounds of personal

and civic responsibility.

- Assume responsibility for protecting the rights of all and recognize that suppression of the ideas of one person may lead to suppression of the ideas of others.
- Respect individual and cultural differences.
- Be capable of determining, and being accountable for, their own behavior.
- Strive consistently for excellence.
- Base judgments upon thorough and objective study of facts.
- Respect all forms of honest work.
- Live true to their personal philosophical commitments and base their actions upon thoughtful ethical considerations.
- Assume responsibility voluntarily without depriving others of the opportunity to fulfill their responsibilities.
- Share ideas and talents and cooperate in achieving goals which reflect social responsibility.
- Feel trustworthy and trusted and grow in self-esteem through consistent acceptance of responsibility.
- Recognize learning as a lifelong process and continually strive to increase knowledge.
- Be self-motivating in developing their innate capacities, in meeting their own needs, in seeking truth, and in making constructive use of educational opportunities.
- Develop the ability to think critically, independently, and creatively about personal and public problems.
- Think and speak rationally and objectively about people.
- Protect and support our form of government through active participation in matters of civic concern.

- Participate in the defense of our country when necessary and safeguard the principles for which it stands.

- Contribute to the well-being of those in need.

- Understand themselves.

*Jefferson County, Va., Courthouse*

## THE CONCEPT OF JUSTICE

What people have always sought is equality of rights before the law. For rights that are not open to all alike would be no rights.

Cicero

It is of great importance in a republic not only to guard against the oppression of its rulers, but to guard one part of the society against the injustice of the other part.

Alexander Hamilton

Justice in the life and conduct of the state is possible only as first it resides in the hearts and souls of the citizens.

H.B. Alexander

## THE CONCEPT OF JUSTICE

As adults, we look upon justice as characterized by fairness, honesty, integrity, and impartiality and as represented by obedience to moral and civil law. We recognize the necessity for just actions in our daily lives and the imperative need for just and lasting peace throughout the world. We feel committed to work toward developing a society in which compassion and justice are applied to all aspects of life.

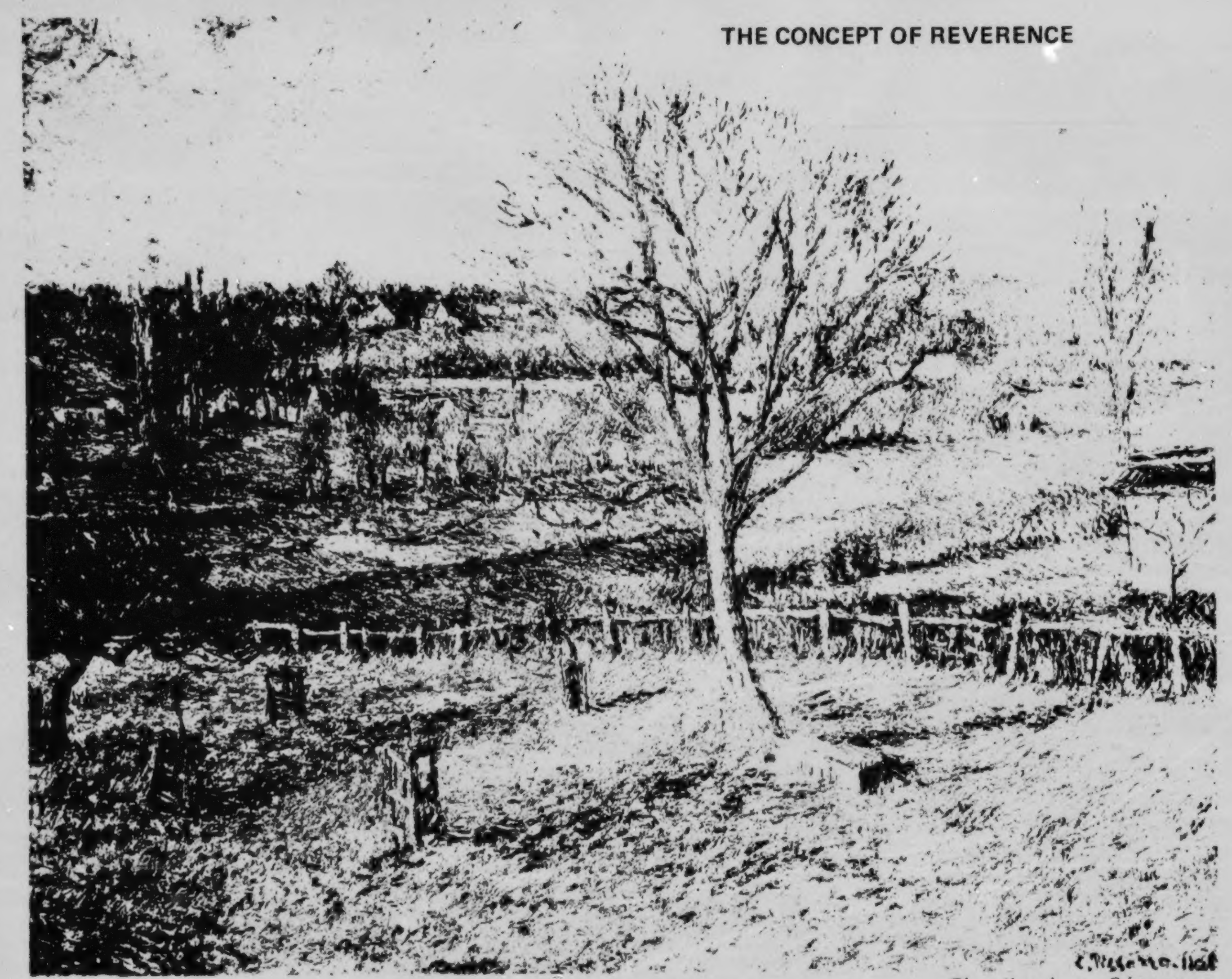
Our objectives as teachers are to guide students to understand that:

- Our concept of justice is based on belief in the inherent worth and dignity of the individual.
- Justice must be exercised on behalf of all members of society.
- People are born with certain inalienable rights, and these rights have many aspects.
- Justice requires consideration of the rights of the group as well as those of the individual.
- Justice is essential to the functioning of our form of government.
- Justice demands individual, voluntary obedience and support of the spirit and letter of the law.
- The freedom of all persons is threatened when the freedom of one person is diminished.
- The ability to deal reasonably with differences of opinion is essential to the growth and development of democracy.
- Justice requires responsibility and courage.

In accordance with their present capacities, students grow in ability to:

- Be fair and humane in daily relationships and show consideration and compassion for others.
- Learn to judge people and evaluate issues through thoughtful analysis rather than by stereotyped labeling.

- Respect individual worth and dignity and avoid assuming that difference means inferiority.
- Presume a person innocent unless that person's guilt has been proved.
- Obey rules and laws, and respect and support those persons charged with their enforcement.
- Use legal resources in attempting to change rules and laws which are believed to be unjust.
- Participate actively in attacking the causes of want and suffering.
- Base judgment on thorough and objective study of facts.
- Respect and support the right of dissent.
- Believe in equality of opportunity for all people.



The Meadow, Pissarro

# THE CONCEPT OF REVERENCE

Every life is a profession of faith and exercises an inevitable and silent propaganda. . . (Every person's) conduct is an unspoken sermon that is forever preaching to others.

Amiel

All real joy and power of progress in humanity depend on finding something to reverence, and all the baseness and misery of humanity begin in a habit of disdain.

John Ruskin

Let knowledge grow from more to more,

But more of reverence in us dwell;

That mind and soul according well,

May make one music as before.

Alfred Lord Tennyson

36

## THE CONCEPT OF REVERENCE

As adults, we know reverence as an attitude of profound respect and love; as honor, esteem, and veneration; as devotion to things of greatest worth. We know it as deep respect and wonder in regarding that which is held sacred; as awe of that which is sensed, yet not understood. We know that reverence magnifies the meaning of integrity, responsibility, courage, justice, and love.

Our objectives as teachers are to guide students to understand that:

- Reverence is developed as people seek to comprehend their relationship to the universe.
- Faith based on individual choice and conviction gives meaning to life.
- Religious experience has a unique place in the lives of many individuals.
- All people possess a spiritual heritage.
- Our nation was founded upon a reverence for the democratic ideal and a faith in the power of Americans working together to make a just and beneficent society.
- The basis of all moral laws is a higher, universal law of reverence and love.

In accordance with their present capacities, students grow in their ability to:

- Be humble in the face of the vastness, order, and mystery of the universe.
- Marvel at the beauty, structure, and functioning of nature: its variety, its complexity, and its adaptability.
- Develop reverence for truth.
- Develop reverence for life.

- Achieve purpose and direction in their own lives.
- Revere and be grateful for the loving acts of individuals.
- Appreciate the creativity of the individual and the many different ways in which it is expressed.

*Mother and Child, Picasso*

## THE CONCEPT OF LOVE

Though I speak with the tongues of men and of angels and have not love, I am become as sounding brass, or a tinkling cymbal.

And though I have the gift of prophecy, and understand all mysteries, and all knowledge; and though I have all faith, so that I could remove mountains, and have not love, I am nothing.

And though I bestow all my goods to feed the poor, and though I give my body to be burned, and have not love, it profiteth me nothing.

I Corinthians 13:1-3

All thoughts, all passions, all delights,
        Whatever stirs this mortal frame,
Are but the ministers of Love,
        And feed his sacred flame.

Samuel Taylor Coleridge

Love is ever the beginning of Knowledge,
as fire is of light.

Thomas Carlyle

Joy to forgive and joy to be forgiven
Hang level in the balances of love.

Richard Garnett

## THE CONCEPT OF LOVE

As adults, we recognize that love is characterized by one's humanity to another; by strength and gentleness, care and responsibility, patience and unselfishness, delight and enthusiasm, affection and compassion, courage and integrity, benevolence and humility.

Our objectives as teachers are to guide students to understand that:

- People need both to love and to be loved.
- A person's love activates love in others.
- Unselfish subordination of personal desires can be involved in the expression of love.
- Love is a great, creative, motivating force for good.
- Our national heritage is a product of human commitment.
- Love is basic to the morality of the individual and to the observance of law.
- Deep satisfactions are inherent in a person's own unfolding humanity.

In accordance with their present capacities, students grow in ability to:

- Respect individual worth and dignity, including their own.
- Respect differences in cultures and value this diversity as enriching to themselves and society.
- Develop faith in human potentialities for good, including their own.
- Develop a feeling of fellowship for other persons and appreciate the warmth and reciprocity of human relationships.

- Develop compassion for the feelings and needs of others and act selflessly in their behalf.
- Become increasingly law-abiding.
- Demonstrate concern about human problems, including those which involve individuals and groups whom they do not know.

THE CONCEPT OF RESPECT FOR LAW AND ORDER

*U.S. Capitol, Washington, D.C.*

# THE CONCEPT OF RESPECT FOR LAW AND ORDER

Respect for (governmental) authority, compliance with its laws, acquiescence in its measures, are duties enjoined by the fundamental maxims of true liberty. The basis of our political systems is the right of the people to make and to alter their constitutions of government . . . The very idea of the power and the right of the people to establish government presupposes the duty of every individual to obey the established government.

George Washington

America! America! God mend thine ev'ry flaw! Confirm thy soul in self-control, thy liberty in law!

*America, the Beautiful*
Lyrics by Katherine Lee Bates

We are prevented from doing wrong by respect for the laws.

Thucydides

Without respect for our agencies of law enforcement, there can be no order and eventually no law. The respect requires a proper appreciation of the positive values of our way of life and a willingness to accept a share of the responsibility for maintaining it.

Thomas W. Sarnoff

# THE CONCEPT OF RESPECT FOR LAW AND ORDER

As adults, we know that self-discipline is the only basis upon which respect for law and order may be developed. We recognize that democratic society, which depends upon the cooperative action of many people, cannot exist without self-discipline. We know that this quality of character is evidenced by respect for and support of our established offices and the persons who serve in them; by the inviolability of public and private property; and by recognition of the rights of every human being, whatever his or her position.

Respect for law and order is the public evidence of personal acceptance of these values:

- Integrity, and the trustworthiness and personal dignity which flow from it
- Courage, and the willingness to resist peer group pressures to violate moral or legal codes
- Responsibility, and the acceptance of personal accountability for an individual's behavior and for the consequences of his or her actions
- Justice, and its attendant concerns for all persons
- Love, manifested in the daily attempt to practice the Golden Rule

Our objectives as teachers are to guide students to understand that:

- Respect for law and order must begin with acceptance of rules made by the family, the school, and the community.
- Law is fundamental to any society, and individuals and society are protected by laws against anarchy, fear, violence, and oppression.
- Law and order have developed from values that people have held to be important throughout history. These values have been expressed in moral codes, religious beliefs, philosophical concepts, and political doctrines.
- The establishment of our freedom under law has required struggle and sacrifice.

- Every right is accompanied by a responsibility.
- All persons should have the right to think and to act as they desire so long as they do not interfere with the rights of others or act in a way that is contrary to the welfare of the nation.
- Laws should be obeyed until altered through lawful means. All citizens have a responsibility to bring about desirable changes through the use of established processes.
- The greatest enemies of liberty are those persons who use it to advance their selfish ends without regard for others.
- Disregard for the law is cumulative in nature, generally beginning with minor infractions of moral or legal codes. However, it may progress until the individual is capable of gross moral and legal misconduct.

In accordance with their present capacities, students grow in ability to:

- Respect the spirit and the letter of the law.
- Demonstrate respect for the rights and property of all persons.
- Recognize the need, and display a respect, for the established authority of parents, teachers, and public officials.
- Realize that respect for law is as important as its enforcement and that public respect is necessary to successful enforcement.
- Support public officials in the exercise of their duties in enforcing the law.
- Accept personal responsibility for the development and observance of appropriate and adequate standards of conduct for themselves and their peer group, class, school, and community.
- Develop a self-discipline that can resist peer group pressures when these contribute to violations of community standards.
- Examine their own lives in order that they may learn to what extent moral, spiritual, and aesthetic values motivate personal actions.

- Accept the fact that there are certain limitations on liberty necessitated by consideration for the welfare of other individuals and of society as a whole.
- Maintain personal integrity in the face of what may appear to be a general disregard for morality and recognize that there is a satisfaction in the awareness of their own honesty which constitutes a reward that is valuable for its own sake.
- Use their personal freedom with integrity.

# PART II

# SHARING THE RESPONSIBILITY FOR THE TEACHING OF VALUES

## INTRODUCTION

Questioned about his role in the developing of values, one Los Angeles teacher responded, "Every responsible adult in society shares in this task." The formal goals statement of our District reflects this view as well, fostering:

> An active, cooperative relationship between the District and its community which encourages each to give strength to the other; which is marked by respect for the involvement of the people of the community and for the professional competence of the personnel of the District; and which places the educational welfare of young people above any other consideration.[1]

Citizens in a community who are deeply concerned for the welfare of young people must continually provide for the development of their varied capabilities. Effective community care necessitates fulfillment of responsibilities on the part of all agencies in contact with youth: home, school, religious institutions, recreational centers, places of employment, commercial enterprises, and character-building organizations.

Experimental evidence supports what thoughtful adults take for granted: that the developing individual is decisively affected by the human environment. Values and attitudes of others—in home, school, and elsewhere—create conflict for students as they are confronted with the necessity of making choices. They learn to search for alternatives, weigh possible consequences of actions, identify basic attitudes, and clarify beliefs—a process through which they build a dynamic personal value system of their own.

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[1] *A Statement of Goals.* Los Angeles Unified School District Publication No. GC-31, page 50.

# THE HOME

## THE HOME SHARES THE RESPONSIBILITY

"As the twig is bent. . ." "Like parent, like child." "The hand that rocks the cradle. . . "These and similar common phrases attest to a general awareness of the profound formative influence that parents have on their children.

By the very nature of family living, the home is the most decisive force in the development of the child's character and personality. When parents consciously assume the teaching of values as a major role, the home can, in many ways, stimulate the effective development of the attitudes and values that it recognizes as important.

What techniques are used by families whose children manage the developmental tasks of childhood and adolescence successfully? What home influences help a child accept the guidance of authority and personal responsibility? What parental attitudes encourage the discipline of learning, the freedom to be creative, the excitement of ideas, and the development of moral concerns?

Leaders in moral education suggest that the home should provide:

- An atmosphere of clearly defined values, understanding, and love in which parents are affectionate toward each other and toward their children.
- A sense of belonging and mutual trust and an awareness of family unity and loyalty, which help provide the support needed by the child in confronting and resolving the problems of life.
- Consistent, fair, and meaningful discipline conducive to the development of self-discipline in the child.
- Exemplary behavior by adults, who consistently and earnestly try to live in accordance with the principles that they teach.
- Ways of meeting each child's basic needs in terms of his or her differences, capabilities, and limitations.
- A variety of individual and family activities which stimulate and sustain a spirit of fulfillment and an awareness of each individual's capabilities.

- An atmosphere in which children may employ individual talents with success in achieving a recognized social role and self-esteem.

Parents need to recognize:

- The impact that their attitudes, expectations, and actions have on the child
- The importance of individual differences among family members
- The child's natural curiosity and help to satisfy it in ways that develop self-confidence, eagerness for new experience and knowledge, and concern for others
- The impact that such factors as trust and distrust, acceptance and rejection, submission and dominance have upon the child's development
- The effect of cultural values which are different from the values of the home, and work with thoughtfulness and courage to interpret, incorporate, or counteract them
- The importance of morality in the life of the individual, the family, and the nation

Parents can help their children to:

- Know what they believe, understand how beliefs form a basis for all aspects of living, and realize how parents serve as exemplars and interpreters of their religious and cultural heritage.
- Accept individual differences with respect and empathy.
- Develop obedience based on reason rather than on fear.
- Make choices and decisions based on knowledge, values, and thought, and recognize mistakes and learn from them.
- Develop individuality, creativity, and a sense of freedom within the discipline of necessary authority.

- Grow in self-understanding and the understanding of others.

- Accept the guidance of civic institutions, schools, and community agencies and recognize that parents work in them for individual and common good.

- Learn to value other persons by providing a pattern of mutually helpful relationships both inside and outside the family.

## THE HOME WORKS WITH THE SCHOOL

There are many ways in which parents can work actively with the school to promote the development in children of values and attitudes which engender personal fulfillment and good human relationships. Parents can:

- Communicate to the child their positive feelings about the value of education, the excitement of learning, the rewards of reading, and the adventure of thinking.
- Recognize that the development of values, like other aspects of learning, is a lifelong process.
- Interpret to the child reasons for school rules and procedures and the roles of staff members, students, and the home in the educative process.
- Provide school staff members with information about the child's health, abilities, interests, experiences, and concerns, and inform the staff of situations which may influence the child's activities or which may affect the need for special school services.
- Cooperate with the school in motivating the child toward maximum school achievement, exploring vocational interests and goals, planning educational programs, and resolving school-related problems.
- Participate in school activities, such as Community Advisory Councils, P.T.A. meetings, open house, parent education classes, and fund drives.
- Be informed about the school and contribute to its development by participating in community activities and exercising voting rights.
- Participate actively in efforts for the common good.

# THE CHURCH, SYNAGOGUE, AND TEMPLE

## THE CHURCH, SYNAGOGUE, AND TEMPLE SHARE THE RESPONSIBILITY

Religion, throughout recorded history, has been an expression of the highest human aspirations. Religious institutions have been major forces in moral and spiritual growth. The instructional character and purposes of the church and synagogue make possible unique and important contributions to the teaching of values. Members of a church, temple, or synagogue and religious leaders who consciously assume a major role in the responsibility of teaching values to young people can thereby play a vital role in fostering the development of beliefs, attitudes, and values that they consider important.

Religious leaders can:

- Provide instruction in moral and spiritual values for students and their families.
- Teach that morality can be a dynamic force in a person's life.
- Stimulate and guide the development of a personal philosophy of life and support and guide the family in times of crisis.
- Facilitate communication about values among persons of different ages, interests, and cultures.
- Make opportunities for young people to experience responsible and rewarding participation in the life and work of the temple, church, or synagogue.
- Provide counseling for young people and their parents.
- Provide for voluntary participation in social, educational, and recreational activities designed to help children to clarify their personal values.
- Provide continual renewal, support, and encouragement to parents in carrying out their responsibilities toward their children.

- Involve young people in experiences of beauty, impressiveness, solemnity, meaning, and tradition which strengthen feelings of dignity, worth, responsibility, and belonging.
- Assure that moral principles have recognizable applications to the everyday lives of young people.
- Inspire and challenge young people toward growth in moral concern and responsibility.
- Help students in the discovery of their own spiritual strengths and in the selection of life goals.
- Help young people to recognize that intellectual and moral conflicts are natural and can be resolved effectively.

# THE SCHOOL

## THE SCHOOL SHARES THE RESPONSIBILITY

The teacher, because of the nature of the learning process and his or her relationships with pupils, has a major influence on character development. Each day, the teacher can consciously make this aspect of instruction a vital part of pupil experiences.

The teacher can:

- Stimulate and reward social sensitivity, moral concern, and individual and group responsibility in pupils.
- Define personal values, recognize their influence on the value development of pupils, and become increasingly aware of the values that he or she represents to pupils, parents, and staff members.
- Create an atmosphere in which pupils know what is expected of them and develop a feeling of acceptance, self-respect, and self-confidence; encourage pupils to develop life purposes that are responsible, rewarding, and attainable.
- Fulfill the responsibility of supporting standards and regulations in the school and community.
- Help pupils to understand contradictory values and to act on those that are consistent with conscience.
- Develop and, through participation, demonstrate interest in worthwhile school and community activities.
- Increase personal understanding of the developmental needs and characteristics of pupils and relate this understanding to character development and classroom teaching.
- Clarify personal aspirations regarding the kinds of persons that pupils should become.
- Study ways in which values, attitudes, and good human relationships develop and function, and examine ways in which to promote them in the school and community.

- Broaden personal knowledge of discipline, marking practices, learning, motivation, mental health, creativity, critical thinking, problem solving, compensatory education, student government, and other co-curricular activities and character-building programs in the school and community.

- Continue to study the role of the teacher, the nature of education in today's world, the art of teaching, and the unsolved problems which educators must face.

- Understand the contributions of other staff members to the school program and work with them toward the attainment of common objectives.

- Increase personal understanding of the many cultures represented in our society and of their conflicts, strengths, achievements, and current concerns; identify and assess probable future demands on the young people in the classroom.

# PART III

# SUGGESTED LEARNING ACTIVITIES FOR THE TEACHING OF VALUES

## INTRODUCTION

Many of the ways in which teachers can foster the development of values are described on the following pages. It is hoped that the suggested learning experiences outlined at each educational level will stimulate teachers to exchange ideas and develop other methods that will be effective in specific classroom situations.

The suggested learning experiences which follow have been obtained from many sources. A review of these opportunities and examples of specific experiences makes it evident that (1) the development of values is a long, slow, and continuous process; (2) activities must be related by the teacher to the needs of particular groups and to the content of instruction; (3) the majority of suggested learning experiences may be adapted by the concerned, resourceful teacher to grade levels others than those described; and (4) a given experience may be applicable to other values not specified here.

## ELEMENTARY SCHOOL

Elementary school teachers traditionally have been concerned with the development of the character—the attitudes and the values—of their pupils. Although there is no content specifically organized for this purpose, the development of values is part of the planned program outlined in the *Elementary School Curriculum: Guidelines for Instruction,* Publication No. EC-436, Instructional Planning Division.

Opportunities to observe the pupil in the classroom, on the playground, in the lunchroom and cafeteria, at assemblies, and in other situations make it possible for elementary school teachers to focus attention on pupils' total development.

Teachers are in a position to know the pupils in their classrooms intimately, to assess their strengths and weaknesses, and to become aware of their need for specific help. The day-long association between teacher and pupil offers continuing opportunities for the development of values. There are no better or more sustained opportunities to teach that every person has a responsibility for the maintenance and support of the law and for the observance of rules.

Opportunities are continually provided in which pupils may recognize the importance of integrity, courage, responsibility, justice, reverence, love, and respect for law and order. The imaginative teacher finds many ways to enhance the effectiveness of the instructional program, as pupils work together to achieve mutually established goals. They share information and materials; find answers to questions of common concern; and cooperate in the adventure of learning through shared experience. Inherent in each situation are countless opportunities to develop within the children concepts which are of basic importance to them as individuals and to the society of which they are a part.

Observant teachers will note many of their own values being reflected in the actions of pupils, for at no other age do young people search so intently for a model. Teachers who desire to influence consciously the development of values must plan appropriate activities and capitalize upon the "teachable moment." Every day there are opportunities to praise pupil conduct when values are exemplified, or to make suggestions for improvement.

The social studies and language arts programs offer unique opportunities for instruction in moral values. In history, civics, geography, and the other disciplines that make up the social studies, there are examples of human relationships which offer excellent opportunities for values analysis. Through the examination of human failures and triumphs, shame and valor, and demonstrations of fear and courage, pupils can discover the values which form the basis for an effective life.

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In the social studies programs, pupils become increasingly aware of the interdependence of people. As they work in groups, seeking and exchanging information, they develop increasing skill in their relationships with one another and deepen their appreciation of the contributions of others.

In the language arts, pupils read of heroism and of triumph over fear. They encounter what has been described as "an awareness of the meaning of human tragedy and a sense of compassion for it." Children learn to admire and respect persons whose honest assumption of responsibility and whose love for their families and for humanity have caused them to achieve beyond the commonplace. Through literature, pupils are exposed to many viewpoints. In the study of language as communication, children are guided to see how ideas can become instruments for good. In the everyday activities of listening, speaking, reading, and writing, pupils have opportunities to develop these skills and learn to communicate effectively in ways which are consistent with the values which the Los Angeles City Schools seek to develop.

The elementary school mathematics programs provide limitless opportunities for teaching respect for honesty and responsibility.

Through the study of science, pupils develop a reverence for life, an appreciation of the search for truth, and some awareness of the individual's relationship to the universe and the forces which maintain it. There are many opportunities to wonder about the immensity, order, and mystery of the universe. The study of science also fosters the spirit of investigation and provides an opportunity for the searching mind to seek answers. Pupils may be taught to pursue and to question, to develop patience, to reserve judgment until facts are known, and to respect the dissenter who "hears a different drummer." In science, as in perhaps no other area of the curriculum, there is an opportunity to demonstrate fully the courage to explore new ideas in the face of tradition and to learn from repeated failures.

In the health, physical education, and playground programs, the teacher may help pupils to (1) appreciate the beauty of nature as it is evidenced in the functioning of the human body and (2) develop skills which establish balance in recreational pursuits. The teacher may inspire in youngsters the courage to persevere and to demonstrate self-discipline in the development of athletic skills. Every opportunity is used to teach good sportsmanship and the value of competition. The teacher helps pupils to recognize their own capacities, to perform to the best of their ability, to acknowledge superior skill, and to develop patience and understanding of others as they seek to overcome limitations.

Art and music, expressing the deepest of emotions, have the power to affect people profoundly. Reverence for the human ability to create is among the values and goals of the elementary school programs in these fields. In the elementary school, teachers encourage children to use their powers of observation and to become aware of the beauty in the environment as produced by nature and by people. Children can learn to be more sensitive to sound and to the beauty, inspiration, satisfaction, and consolation of music. Painting and sculpture also may be used to intensify pupils' sensitivity to beauty and to develop their appreciation of creative expression. Children develop the courage to express their own ideas and to exercise respect for others, compassion, and reverence for their own and others' capacities to create.

Other special subject areas, such as foreign language, the practical arts, health, and safety, also provide opportunities to develop value concepts.

# SECONDARY SCHOOL

Because of the increasing demands and pressures on young people, it is more than ever imperative that the teacher help each student formulate personal goals on the basis of sound standards and values. Although the home, the church, and the community initially shape students' values, the school must assume its share of responsibility.

Influenced by massive social changes and their impact on traditional institutions, students too frequently lose their eagerness and become doubting and rebellious as they grow into adolescence. They are confused by the values of adults who profess one standard of behavior but pursue another.

To give meaning to constructive values is a primary task of the classroom teacher. The teacher must be able to identify and utilize opportunities to help students develop sound value concepts. Students need assistance in learning to discriminate between opportunity and temptation. By consistent effort and individual example, teachers can help to dispel the atmosphere that "nobody cares and everybody is doing it," a climate in which young people may rationalize that it is permissible to compromise conscience for expediency.

Particularly during the adolescent period, students must rely on their sense of values to help solve daily problems. Students experience their first questioning of home ties and authority during this time. They find their values, ethics, and beliefs being questioned by themselves and others. They are confronted daily with the necessity of making decisions. Every day the classroom teacher can help students recognize that proper decisions and successful achievement are inextricably interrelated and that decisions can be sound only to the extent that they build their lives on sound moral values. Young persons who have learned to make many minor decisions wisely will be less confused by doubt and fear when they must make important decisions.

We share a national commitment to the principles of democracy. This commitment depends, in part, on the durability of our values which undergird our moral standards. The teacher must have faith in these values and the courage not to remain silent when they are disregarded, derided, or attacked. All teachers, in all subject fields, can point the way and serve as examples for their students, and they can provide special opportunities for these young people to develop a deeper and broader understanding of and commitment to values in their own right, in their own generation.

## PROGRAM GOALS FOR THE CONCEPTS
## INTEGRITY

Program Goal: Help pupils to learn the importance of honesty as a personal commitment.

Objective: Pupils will be able to identify honest and dishonest interpersonal acts and determine criteria that help us to distinguish honest from dishonest actions.

### Suggested Learning Activities

### KINDERGARTEN THROUGH GRADE THREE

- Have the class members discuss a story about a boy named Johnny, who was sent to the store to buy something for his mother. They should consider what would happen if Johnny had wanted something and spent for himself part of the money he was given. What might be the consequences to the family? To Johnny?

- Create a flannelboard story around the following script:

Billy finds a dollar bill on the school grounds during recess. He picks it up and puts it in his pocket. Just before the school day ends, the principal sends a note around to all the rooms. The notice requests that anybody with information about a lost dollar bill should come immediately to the office. Place the following items on display at the conclusion of the story: A picture of Billy, the dollar bill, and the principal's note. Ask children to respond to the following statements with a hand vote:

| | AGREE | DISAGREE |
|---|---|---|
| Billy would be honest if he kept the money. | ______ | ______ |
| Billy should go to the principal's office. | ______ | ______ |

What should Billy do?

- Divide the class into groups of five pupils each. Ask each group to discuss what Billy should do. Have one pupil in each group report to the rest of the class. Ask pupils to decide whether the small group discussion changed their minds; and, if so, why.

- Guide pupils in preparing and presenting a dramatization to illustrate the differences among telling the truth, fooling, teasing, pretending, and lying.

- Pair off class members. Ask each pair to demonstrate an honest or dishonest act committed by one participant in the following encounters:

One pupil with another
Mother and child
Police officer and citizen
Young person and sales person

## INTEGRITY

Program Goal: Help pupils to come closer to their ideal by acting with honesty and sincerity in their daily relationships.

Objective: Pupils will be able to distinguish between trustworthy and untrustworthy actions.

Suggested Learning Activities

### KINDERGARTEN THROUGH GRADE THREE

- Pupils discuss the meaning of honesty and fairness. Each pupil completes these unfinished sentences orally in front of the class:

  1. An honest person tries to. . .

  2. To be fair means. . .

- Pupils view the film, *Let's Play Fair* (10 min., Fsd 1504). Pupils discuss the film and explain the meaning of the following statement: "Trust is necessary to friendship."

- Pupils make a book entitled *Honesty is. . . .* Each pupil writes at least one page for the book. Pupils read and discuss the class book during a library reading period.

- Pupils discuss the meaning of integrity and give examples.

- Pupils divide into small groups and make up a short play about integrity.

### GRADES FOUR THROUGH SIX

- Pupils view the film, *Problems and Attitudes in School* (12 min., color, Fsd 2103).

- Pupils participate in class discussion and try to answer this question: How do you feel about people who don't keep their word?

- Pupils list five persons they feel are trustworthy and tell why.

- Pupils dramatize what they would do if they found a purse with two dollars in it.

## INTEGRITY

Program Goal: Help pupils to understand that honesty is essential to trust.

Objective: Pupils will understand that integrity involves being true to one's self as well as to others.

Suggested Learning Activities

| GRADES FOUR THROUGH SIX | |
|---|---|
| – Pupils view the film *Clubhouse Boat* (19 min., color, Fsd 1170) and discuss solutions to the problem presented in the film. | |
| – Pupils demonstrate these solutions through role-playing. | |
| – Pupils give an oral report on someone they trust and tell why this person can be trusted. | |
| – In small groups, pupils discuss the meaning of honesty and its importance in their daily living. | |

## INTEGRITY

Program Goal: Help students to develop a stable, functioning system of moral principles and know themselves as moral persons.

Objective: Students will research and evaluate the need for a mature, functioning set of moral principles in daily living.

### Suggested Learning Activities

#### GRADES SEVEN THROUGH NINE

- Students plan and conduct research and organize a panel discussion to report upon their research concerning the role of religion in developing a philosophy of life.
- Students work in small groups to prepare class charts on ethical teachings which are emphasized in and common to various religions.
- Using a semicircle of five volunteers, students discuss and evaluate the relationship between the development of values and the satisfaction of a person's basic needs. Other class members observe and evaluate the discussion.
- Students interview familiar persons whom they admire for their positive qualities in order to learn about their philosophies and how they apply them to daily life.
- Students review the values expressed in significant

#### GRADES TEN THROUGH TWELVE

- Students discuss the following questions and prepare a written evaluation on three of them:

  In what ways does modern society influence the values, character, aspirations, and idealism of young people?

  What qualities characterize a set of values as mature or immature?

  What are some worthwhile goals to strive for in life?

  What basic principles should guide a person in the choice of ways to reach personal goals?

  What is the nature of "success" in life?

  By what standards should success be judged?

## INTEGRITY

### Suggested Learning Activities

### GRADES SEVEN THROUGH NINE

American documents, such as the Declaration of Independence and the Constitution of the United States, with emphasis on the Bill of Rights.

- Students discuss how these learning activities relate to the concept of integrity.

### GRADES TEN THROUGH TWELVE

What are the hidden flaws and penalties in an apparent success achieved by unethical methods?

How do the values of the American people assist in the maintenance of law and order, the administration of justice, and the assumption of obligations toward the less fortunate?

Are the actions of people always consistent with their professed values?

- Students discuss the basic moral values characteristic of the different cultures in American society.
- Students chart values shared by these cultures. Students rank in order their feelings about why it is important to be aware of the beliefs and values of cultures other than one's own.
- Students explore the implications of the basic similarities in values and aspirations of people in the United States and other countries.
- Students discuss how these learning activities relate to the concept of integrity.

# INTEGRITY

Program Goal: Help students to make a consistent effort to discriminate between right and wrong and to choose the right course of action.

Objective: Students will be able to identify persons in today's world who, like Columbus, have distinguished themselves in facing and overcoming obstacles.

## Suggested Learning Activities

### GRADES SEVEN THROUGH TWELVE

- Students tell about persons they know who have had the opportunity of standing alone in support of what they consider right. (What satisfactions are there for such people?)

- Students write an ending to an unfinished story presented by the teacher in which individuals who are the same age as students in the class are faced with a moral choice or dilemma. Students discuss their story endings in class.

- Students write an essay about the many ways in which values affect daily life.

- Students discuss their interpretation of the following statement by Plato:

  The true lover of knowledge must, from childhood up, be most of all a striver after truth in every form.

## COURAGE

Program Goal: Help pupils to develop an understanding of the courage it takes to face the unknown, the uncertain,or the unpleasant, and to realize its importance in the lives of great people throughout the history of our nation.

Objective: Pupils will be able to identify examples of courage.

Suggested Learning Activities

### KINDERGARTEN THROUGH GRADE THREE

– When reorganization is necessary in a school or classroom, discuss with children the reasons for the change. Pupils express any anxieties which they may have. Ask pupils to describe in what ways the new situation will be much the same and in what ways the situation may be better.

– Explain to pupils that everyone possesses courage, usually more than s/he knows. Courage is not just for heroes and important people. Very often courage comes when a person is most afraid. Ask pupils to think of times when they were much braver than they thought they could be. Allow class members to share their experiences.

– Pupils write or illustrate stories about the ways in which they met a new situation. They tell what steps they took and how they were helped in overcoming fears. Pupils dramatize ways in which to welcome classmates who may have fears about entering the new school.

### GRADES FOUR THROUGH SIX

– Have each pupil select from a book or story s/he has read an incident of courage that was inspiring. In small groups, have children share their selections.

– Hold a panel discussion regarding the ways in which famous people have demonstrated courage (e.g., Columbus, Amelia Earhart, Franklin D. Roosevelt, Helen Keller, Martin Luther King, Jr., Alexander Solzhenitsyn, Roy Wilkins, the Suffragettes).

– Have pupils develop a definition of courage. Post their responses on the chalkboard. Clarify the class definition of courage.

– Ask the pupils to identify people in the community who must be courageous in carrying out their responsibilities. Some suggestions might be: (1) athletes, (2) construction workers, (3) commercial pilots, (4) fire fighters, (5) police officers, and (6) paramedics. Have children probe the ways these people need to be courageous. Have pupils discuss similari-

## KINDERGARTEN THROUGH GRADE THREE

- Pupils can bring in clippings of courageous acts pictured in newspapers or magazines. Ask pupils to tell why they consider the acts courageous.

- Have members of the class suggest things of which they are afraid. Choose four items that the majority agrees upon and write them on the chalkboard. Select one at a time and have pupils suggest alternative ways of overcoming their fears.

## GRADES FOUR THROUGH SIX

ties and differences in the ways people express courage. Ask pupils to discuss the answers to the following questions:

> What are the things that make these people courageous?
>
> Can you show courage by not doing something?

- Pupils discuss changes that are taking place in the neighborhood, including the arrival and departure of families. Pupils who have moved from one home to another tell about their experiences and how they adjusted to new homes, new neighborhoods, new schools, and new people.

- Pupils write and illustrate stories about the ways in which they met a new situation. They tell what steps they took and how they were helped in overcoming their fears.

- Pupils may read *Kirsty's Courage*, by Bobbie Friis-Baastard (Harcourt, Brace, Jovanovich, 1965), which tells the story of an accident that leaves Kirsty with a scar and nearly unintelligible speech. Yet she learns to accept herself and deal with her classmates' teasing and ignoring her.

- Pupils can prepare a timeline identifying courageous acts of famous people.

# COURAGE

Program Goal: Help pupils to become courageous in accepting responsibility for the direction and meaning of their own lives and for the development and defense of their own integrity.

Objective: Pupils will demonstrate that courage expresses itself in various forms: initiative, perseverance, deference, independence, forbearance, and adaptability to change.

## Suggested Learning Activities

### KINDERGARTEN THROUGH GRADE THREE

- Pupils tell how Ricky showed acts of courage on the picnic after viewing the film, *Ricky's Great Adventure* (11 min., color, Fsd 2128).
- Pupils write stories about times when they had to show courage. Pupils read their stories before the class.
- Pupils view the film, *I'm Feeling Alone* (8 min., color, Fsd 2315). Pupils discuss the form of courage shown in each situation in the film and compare these to familiar situations in their lives.

### GRADES FOUR THROUGH SIX

- Pupils view the film, *I'm Going To Be the Lion's Head* (19 min., color, Fsd 2298). Pupils discuss how Victor displayed the value of courage.
- Pupils write stories on how children show courage in their daily activities.
- Pupils role-play different situations that might occur at school in which a pupil must show courage in accepting responsibility.

## COURAGE

Program Goal: Help pupils to appreciate the importance of courage in the lives of great people in the history of our nation.

Objective: Pupils will be able to identify examples of courage throughout our nation's history and in their own community.

Suggested Learning Activities

| GRADES SEVEN THROUGH NINE | |
|---|---|
| – Pupils prepare a timeline identifying courageous acts of famous people throughout history.<br>– Pupils recreate several episodes that identify famous individuals as courageous. Class members may discuss the alternatives each famous person had to weigh in his or her actions and classify the moral or physical courage needed. | |

# COURAGE

Program Goal: Help students to understand that no individual is immune from conflict, struggle, or suffering.

Objective: Students will be able to tell why courage is important in daily life as well as in times of emergency or crisis.

## Suggested Learning Activities

### GRADES SEVEN THROUGH NINE

– Hold small group discussions to help young people become aware of the ways in which persons demonstrate courage in daily life by asking such questions as the following:

> Does it take courage for a young person to refuse to break a rule or law (even a minor infraction) when classmates, friends, or fellow gang members suggest that s/he do so?
>
> How does a person show courage in accepting as a friend or a neighbor someone who is unaccepted by others because of prejudice?
>
> How does a person develop the courage to uphold ideas that s/he believes are right even when s/he is in a lonely minority of opinion?
>
> Have students write a paragraph interpreting what is meant by the statement: "Courage is resistance to fear, mastery of fear—not absence of fear." (Mark Twain, *Pudd'nhead Wilson,* Chapter XII)

### GRADES TEN THROUGH TWELVE

– Through participation in a variety of physical activities, students learn to be courageous. They learn that progressive mastery of skills can help overcome fear.

– From selected literature readings and students' own experiences, they will clarify and organize their knowledge by writing about and discussing the following concepts:

> A conflict most often involves two or more values. The individual resolves each conflict by choosing the solution which produces the greatest personal satisfaction or enhancement of needs.
>
> Values function in a reciprocal way. They influence decisions; in turn, satisfaction or dissatisfaction with the results of decisions will strengthen or weaken the power of the values that dictated them.
>
> Not all values have the same importance. Some rank higher, others rank lower, for different individuals.

## GRADES SEVEN THROUGH NINE

Have volunteers read their statements. Discuss them thoroughly. Ask class members to consider and discuss what is meant by the famous quotation, "The cowardly die a thousand deaths; the valiant only one." What is the difference between a person who is courageous or valiant, and a person who is foolhardy?

-- The following are examples of some statements made by young people about courage. Prepare a worksheet for pupils to use in a classroom discussion. Direct pupils to place a check independently beside each statement with which they agree.

☐ "You can be afraid and still show courage. My uncle won a medal for bravery in Vietnam. He risked his life to save two other people. Yet he said he was really scared. Maybe that's what courage is–doing what you have to, even if you're fearful."

☐ "To be tough you have to believe you're a tough dude. You have to believe in yourself–period! This guy I know is afraid of everything–even himself. If he just started telling himself he's as good as the next person, he would begin to believe it. Then he would not be afraid any more."

# COURAGE

## Suggested Learning Activities

### GRADES SEVEN THROUGH NINE

☐ "Some people have guts, and others don't. It's not something you can learn. You can't tell if you're tough until you put it to the test."

☐ "Some people think courage is something that belongs to heroes. They talk about it as if it meant a great act of daring. I'm saying that isn't true. But I think it takes just as much courage to live with a problem. It takes courage to keep trying when everything goes wrong."

☐ "Courage comes and goes like most feelings. One day you feel very brave. The next day you feel afraid of something. It's the same with everyone."

☐ "Young people who play 'chicken' with cars think they're brave. Well, they're just being stupid. Courage is one thing; being reckless is another. Besides, if you feel you have to prove you're brave, you probably aren't."

☐ "Sometimes the bravest thing you can do is to say what you really think. What you say is as important as what you do. Doris has more guts than anyone else I know. She says what she thinks, even if everyone else is against her."

## COURAGE

### Suggested Learning Activities

### GRADES SEVEN THROUGH NINE

☐ "To me, courage means doing what you're most afraid of. Suppose you're afraid of riding a horse. Then you should get right on one. Or suppose you're afraid of giving a speech. Then you should try to give a couple to your class or club. You would probably overcome your fear that way."

After students individually complete the survey above, move them into small groups and conduct a discussion. Ask one member of each group to summarize the group's feelings about courage.

-- Below is a list of several incidents from *Fahrenheit 451*, by Ray Bradbury, in which one or more characters demonstrate courage. First have students describe in a short paragraph the kind of courage shown in each incident. Then ask them to compare each type of courage to a similar kind of bravery shown by another character whom they may have read about in fiction or nonfiction.

The incidents to consider are: Clarisse McClellan's conversations with Montag (pp. 5-9 and 19-22, paperback edition); all of Montag's actions from his visit with Faber (p. 71) until his reading the poetry of Matthew Arnold to his wife's friends (pp. 87-92); and his escape from the authorities (pp. 109-127).

## COURAGE

Program Goal: Encourage students to stand up for what they think is right for themselves and others.

Objective: Students will evaluate how personal values are affected by events in society.

Suggested Learning Activities

| GRADES TEN THROUGH TWELVE | |
|---|---|
| – Students write a reaction statement to a current news article that presents a value conflict in their lives or thoughts. Students read their reaction statements in class and tell why there is a conflict.<br>– Students write a reaction statement to a current news article that does not present a value conflict for them. They read their reaction statements in class and tell why there is an agreement.<br>– Students write an editorial which reflects their concerns about current moral issues.<br>– Students draw a cartoon expressing one of their moral concerns. | |

## RESPONSIBILITY

Program Goal: Help pupils to become capable of determining and being accountable for their own behavior.

Objective: Pupils will discuss their opinions about the acceptance of personal responsibility.

Suggested Learning Activities

| KINDERGARTEN THROUGH GRADE THREE | |
|---|---|
| – Pupils listen to the story of *Pinocchio* and evaluate his reactions to the advice given him by his father, his fairy godmother, conscience, friends, and strangers.<br>– Pupils tell in their own words about the responsibilities Pinocchio accepted at the end of the story and his reward for doing so (turning into a real boy).<br>– Pupils tell about similar situations in their daily lives and how they reacted to them. (Did they act responsibly? )<br>– Pupils view the film *Only Benjy Knows–Should He Tell?* (4 min., color, Fsd 2107). Pupils discuss and role-play alternative solutions for Benjy. | |

## RESPONSIBILITY

Program Goal: Help pupils to become aware of ways to be a responsible person.

Objective: Pupils will discuss ways in which they can be responsible at home and school. (K-3)

Pupils will discuss and report on ways to contribute to the well-being of those in need. (4-6)

### Suggested Learning Activities

### KINDERGARTEN THROUGH GRADE THREE

- Pupils view the film, *Beginning Responsibility: Books and Their Care* (10 min., color, Fsd 1084).
- Pupils discuss ways in which the boy in the film was responsible.
- Pupils discuss with each other the meaning of responsibility.
- Pupils make a class chart on ways to be responsible at home and at school.
- Pupils write a story on the theme, "How I can be a responsible person."

### GRADE FOUR THROUGH GRADE SIX

- Pupils listen to the story, "What Then, Raman?" by Shirley L. Arora.
- Pupils discuss and evaluate ways in which Raman proved to be a responsible person.
- Pupils write a report about something that they do well and how they can help others by putting that ability to use.

# RESPONSIBILITY

Program Goal: Help pupils to develop the ability to determine and consider the consequences of their own actions.

Objective: Pupils will examine their own lives, attempting to develop a clearer understanding of their goals and purposes in life.

Suggested Learning Activities

## GRADES FOUR THROUGH SIX

- Pupils write the answers to the three following questions:

  1. If you had to be someone else, who would you most like to be?
  2. Who would you least like to be?
  3. Who is most like you?

  (Pupils choose a famous person from real life, fiction, the news, movies, literature, cartoons, history, etc.)

- Pupils share their lists in small groups of five, explaining their selections.

- Pupils have a class discussion evaluating their choices. These clarifying questions should be asked:

  1. Would your list have been different one year ago?
  2. Would your best friend be able to guess the names on your list?
  3. Did you learn anything new about yourself?

- Pupils answer the question, "Who are you?" by giving ten different responses. After several pupils have participated in front of the class, each pupil writes his or her own ten responses conveying who he or she is as a person.

- Each pupil keeps a notebook called *All About Me.* Pupils write on one of the following each week:

  1. Who am I?
  2. Who takes care of me?
  3. I feel happy when. . .
  4. Someday I want to be. . .
  5. If I could change the world. . .
  6. If I could change my mind. .
  7. Friendship is. .
  8. I learned I need to. . .
  9. Loving is when. . .
  10. I am proud. . .

  (Pupils may choose other titles.)

- Pupils share their notebooks with class members in small group discussion.

## RESPONSIBILITY

Program Goal: Help students to develop the ability to determine and consider the consequences of their own actions.

Objective: Students will practice choosing from alternatives and publicly affirming, explaining, or defending their choices.

Suggested Learning Activities

GRADES SEVEN THROUGH NINE

– Students publicly rank the following questions as a group:

1. Which is most important in a friendship?

   _____ Loyalty

   _____ Generosity

   _____ Honesty

2. How do you have the most fun?

   _____ Alone

   _____ With a large group

   _____ With a few friends

3. As a small child, which did you like least?

   _____ Recess

   _____ Show and tell

   _____ Story time

4. Which would you prefer to give up if you had to?

   _____ Economic freedom

   _____ Religious freedom

   _____ Political freedom

5. What makes you most angry?

   _____ A teacher who treats you without respect

   _____ A friend who won't listen to your side of an argument

   _____ Your parents telling you what to do

(Teacher may add to this list.)

# RESPONSIBILITY

Suggested Learning Activities

## GRADES SEVEN THROUGH NINE

- After publicly ranking choices, students participate in a class discussion explaining their reasons for their choices.
- Each student writes a telegram to a real person beginning with these words: "I urge you to. . ." The student signs his or her name to the telegram, which should reflect something the student feels is important and something he or she values.
- Students tape telegrams to classroom walls and read what others have written.
- Students write "I learned" statements about them:

  I learned that I. . .

  I realized that I . . .

  I was pleased that I . . .

  I discovered that I . . .

  I noticed that I . . .

  I relearned that I . . .

## RESPONSIBILITY

Program Goal: Help students to become capable of determining and being accountable for their own behavior.

Objective: Students will think critically, independently, and creatively about personal and public problems.

Suggested Learning Activities

### GRADES SEVEN THROUGH NINE

– Students rank the five descriptions below from most objectionable (1) to least objectionable (5):

____ A doctor's secretary gossips about patients' problems.

____ A student secretary for an instructor gives copies of the final exam to friends before the exam.

____ A clerk takes home a few items of the store's merchandise each night.

____ A telephone operator tells friends about conversations overheard on the phone.

____ The quarterback of the school's football team accepts bribes from the opposite team.

– Students discuss the five descriptions and tell why they ranked them the way they did.

– Students discuss their views about codes of conduct for certain jobs. They discuss ideas about what is right and wrong for people in the activities described.

– Students create a job that doesn't exist today and develop a code of conduct for the job. They present their project to the class for evaluation.

# RESPONSIBILITY

Program Goal: Help students to recognize learning as a lifelong process and continually strive to increase their knowledge.

Objective: Students will plan programs of personal improvement to make possible the achievement of personal, educational, and vocational goals.

Suggested Learning Activities

## GRADES TEN THROUGH TWELVE

- After viewing the film, *A Sense of Purpose* (14 min., color, Fsd 6514), students participate in an open-ended discussion on the theme of establishing goals and achieving personal fulfillment.
- Students develop a personal profile on their own capabilities in all facets of life, socially, academically, physically, and emotionally.
- Students research occupational opportunities in which their capabilities can be utilized and determine other qualifications that are needed.
- Students make a program plan of personal responsibilities in planning:

  1. My personal goal
  2. My educational goal
  3. My vocational goal

| Goal | Alternatives | Consequences | Capabilities | Qualif. Needed |
|---|---|---|---|---|
| | | | | |

## RESPONSIBILITY

Program Goal: Help students to understand how to be humane in their daily relationships and show compassion for others.

Objective: Students will discuss the rights of all people to their beliefs and to the expression of those beliefs within the bounds of personal and civic responsibility.

Suggested Learning Activities

GRADES TEN THROUGH TWELVE

- Students read and discuss *Mind Goes Forth*, by Harry A. Overstreet.
- Students make a class list of twelve problems that occur in daily relationships with others.
- Each student ranks in order these twelve problems according to their importance (number one being highest).
- Students discuss their rankings in small groups.
- Each group chooses one problem and discusses ways to help solve the problem responsibly.

## JUSTICE

Program Goal: Help pupils to understand that justice is an important element in interpersonal relationships, as well as a civic responsibility.

Objective: Pupils will be able to demonstrate their understanding of justice by identifying and explaining examples of just and unjust behavior.

### Suggested Learning Activities

### KINDERGARTEN THROUGH GRADE THREE

- Ask pupils to name some of the people in their community who need to be "just" every day in their dealings with others. List these people on the chalkboard. Some suggestions might include: teachers, principals, parents, police officers, and judges.

- Have pupils draw a picture or write a short sentence indicating one way these people can be fair.

- Class members may discuss the universal need for groups to formulate rules for the protection of their individual members as well as for the groups themselves.

- Pupils read and tell about people in the community providing protection and administering justice.

- Pupils write or illustrate stories about the freedoms which individuals would lose if there were no laws.

### GRADES FOUR THROUGH SIX

- Lead a class discussion of answers to the question, "Why do you like some people better than others?" Each child writes a description of how s/he would feel if s/he were excluded from membership in a group. Pupils may cite examples from their own experience to illustrate how exclusion can make people unhappy and represent unjust treatment.

- Read the following story to the class:

> As you leave the classroom you hear some classmates teasing Tony about being overweight. Tony is standing in the middle of the group with his eyes shut and tears streaming down his face. Earlier this month you defended another friend and none of the other students talked to you for a week. You hesitate to do anything about defending Tony.

# JUSTICE

## Suggested Learning Activities

### KINDERGARTEN THROUGH GRADE THREE

- Hold a classroom discussion about the topic, "The time someone took something from me." Help the children think about the topic by asking, "Have you ever had something that you *really* liked and someone took it away from you?" The thing you liked could be a special privilege, a toy, or some other item of importance. Permit each pupil to speak who wants to do so.

- Have each pupil write or tell of an incident that seemed to be unfair, and tell why it was unfair. Select from these incidents a few possibilities that might contain some justice on the opposing side. Conduct discussions of how each situation might have occurred and why it might not have been as unfair as it seemed.

### GRADES FOUR THROUGH SIX

- Ask pupils to explain what they would do if they were faced with this decision. Have the pupils consider the following questions:

  1. Can you be friendly to Tony later when no one is looking?
  2. Do you need friends more than Tony needs protection?
  3. Would it make a difference if Tony had teased you last week?

- Ask pupils to comment on how they felt when they were treated unjustly in some situations. Have them recall how they felt when it happened. What did they do about it?

- Ask pupils to remember when they treated others in an unfair or unjust manner. Ask them to decide whether they would have acted in the same manner if they had considered the other person's feelings.

- As a class, think of a list of activities that pupils are engaged in that have to be judged. These might include choosing a story or composition from those the class members have written. It might include refereeing a game that pupils are engaged in or

Suggested Learning Activities

GRADES FOUR THROUGH SIX

judging the best science exhibit. It could include supervising behavior during the lunch period. Whatever activities are selected, give each class member an opportunity to be the judge, referee, or arbitrator. When each has had an opportunity, discuss justice (fairness) with regard to their own behavior. They will probably conclude that some things are much easier to be fair about than others. Some important conclusions and generalizations should be drawn from the findings.

# JUSTICE

Program Goal: Help students to respect individual worth and dignity and to avoid assuming that differences mean inferiority.

Objective: Students will be able to evaluate people and issues by analysis rather than by stereotypic thinking.

Suggested Learning Activities

## GRADES SEVEN THROUGH NINE

- Conduct a classroom discussion in which students use their personal experiences and their knowledge of literature (including stories from television) to point out the fallacy of labeling people. Some examples of stereotypes that might be discussed are slow witted football player, dumb blonde, crooked politician, and macho male or silly female, as well as stereotypic names for organizations, races, religious groups, or political parties. Ask students to discuss how stereotypes can be harmful and unjust to people. Ask students to make a list of stereotypic statements they hear in school for one week. Discuss how these expectations and these generalizations confuse our ability to judge people fairly on their own merits.

- In recent news stories, students have heard about a number of meetings between representatives of the United States and a small country which it has supported for a long time in that country's efforts to establish itself. Repeatedly, fighting has broken out between the small nation and its older neighbors. In the past, these neighbors have cut off selling a much-needed natural resource to the United States because of American help to the small nation. The neighbors have increased their pressure by boycotting businesses which are sympathetic to or trading with the smaller country.

  What values are in conflict here for the United States. For the smaller country? For the older neighbors? Is it just for the U.S. to reveal the names of corporations which are cooperating with the other countries' boycott? Why? Why not? Is it just for a country with abundant natural resources to withhold those resources as a weapon of economic-geographic advantage? Is it just for the United States to cooperate with a country at the expense of another country's security to gain economic advantage? Ask students to discuss how these value conflicts prevent the nations from achieving a just solution to their problems.

## JUSTICE

Program Goal: Help students to become aware of the importance of just and humane treatment in their daily relationships.

Objective: Students will be able to identify the alternatives in a dilemma involving justice and they will be able to state a personal course of action.

### Suggested Learning Activities

GRADES TEN THROUGH TWELVE

- Select a hypothetical case involving a conflict related to daily living experiences. Ask students to identify the precise nature of the dilemma. The teacher should ask several students to summarize the situation, identify the central characters' conflict, and state the alternative choices open to the central characters.
- Have students take a tentative position on the appropriate action for the central characters and state the reasons for that position.
- After students have written what they think the central character should do, hold small group meetings to share these reasons.
- Have each small group select a member to make an oral report of the opposing opinions to the full class. Record all opposing position statements on the chalkboard. Conclude with a summary of position statements. Some suggested situations are:

The family that Tom babysits for accidentally overpaid him 15 dollars. Should he return the money?

Is there any difference between keeping extra money that someone has paid you for doing a job well and keeping extra change that a store clerk has accidentally given you? What is the difference, if any?

Leslie is a grocery packer at a local supermarket. One day she observed Janice, her cashier, registering only every other item on Janice's sister's groceries. Should Leslie tell the manager about what Janice is doing?

Does Leslie have an obligation to her employer? To her co-worker? To the law? Why or why not?

## JUSTICE

Program Goal: Help students to understand that justice requires responsibility and courage.

Objective: Students will investigate how justice requires responsibility and courage by identifying these elements in modern literature.

### Suggested Learning Activities

### GRADES TEN THROUGH TWELVE

- Have students read *Twelve Angry Men*, by Reginald Rose.
- After the reading of Act I, students discuss the interpretations of the facts of the case by Jurors Two and Eight and the testimony of Juror Three as supported by the Foreman and Juror Four. Dramatize this act and at the conclusion, conduct a second ballot. After reading Act II, students find passages to illustrate which comments are based on fact and which on personal feelings or value judgments. Probe for the contradictions in Juror Three's statement. Ask students to predict how each juror will vote now.
- After reading Act III, students discuss the answer to the question: "Was Juror Three pressured into agreement with the majority?"
- Students write a paragraph in which they cite passages to support answers to the question: "Did the jury prove the defendant was not guilty?" Have students share their papers in groups of five. Select and read one statement from each group to the entire class.

## JUSTICE

Program Goal: Help students to grow in respecting persons who are from different cultures and in valuing the diversity of cultures that enriches self, nation, and world.

Objective: Students will identify the contributions of different cultures that have enriched and strengthened the United States.

### Suggested Learning Activities

### GRADES TEN THROUGH TWELVE

- Students list various races, religions, and nationalities of the people who have contributed to the growth of the United States. Students discuss the impact of these contributions on the daily lives of American people.

- Students view the film, *Our Immigrant Heritage* (32 min., color, Fsd 5419). Students write a review of the film, with emphasis on the loyalty which the people of each culture have to American aims and ideals.

- Students in small groups discuss the meaning of "unity in diversity." Students participate in a class discussion expressing their feelings on the implications by answering the following questions:

    1. How does the interdependence of people make their contributions more valuable?
    2. As we become better acquainted with persons who are different from ourselves in some ways, do we lose our fear and suspicion of them? Do we learn to appreciate more or less fully their abilities?
    3. Does each person have a right to be an individual in his or her own way and yet contribute as an American to national unity?
    4. How does refusing to accept one person because of prejudice endanger the rights of all persons?
    5. What can all of us do to strive to overcome prejudice against individuals and groups different from ourselves?

- Students prepare an oral presentation on how each person can show respect for the rights of others as s/he would have others respect his or her own rights to do the following:

# JUSTICE

## Suggested Learning Activities

### GRADES TEN THROUGH TWELVE

1. Be able to observe religious practices, or omit to observe any, in his or her own way.
2. Expect rules and laws to be upheld.
3. Have equality of opportunity.
4. Be judged on the basis of fact, not rumor.
5. Be accepted without regard to race, religion, or ethnic origin.
6. Have equality before the law.
7. Receive education in keeping with one's goals, aspirations, and abilities.
8. Hold opinions of one's own.
9. Have one's property respected.
10. Work actively to correct wrongs through peaceful and lawful means.

(Students may team together in groups to prepare this presentation.)

# REVERENCE

Program Goal: Help pupils learn that reverence is an attitude which is appropriate in many circumstances.

Objective: Pupils will examine and discuss ways in which reverence is expressed in their daily living.

## Suggested Learning Activities

### KINDERGARTEN THROUGH GRADE THREE

- Class members compose a group story about ways in which nature protects animals. Children listen to thoughts of fellow pupils regarding reasons for this protection.
- Pupils express some ideas as they observe the phenomena of nature: the tallness of the mountains; the force which holds great boulders to the face of mountains; growing things about them; the rain and snow which water the wild things no one has planted; the sun as it gives light and life, and the many colors of the landscape.

### GRADES FOUR THROUGH SIX

- Pupils identify the key elements that assist people to conserve all living things.
- Class members discuss the concept of accountability for one's own actions with respect to all living things. Pupils share their thoughts with regard to the environment and people.
- Small groups of children dramatize the concept, "Even the humblest friend may be of great help." Pupils describe personal situations in which the concept could be validated.

# REVERENCE

Program Goal: Help pupils to experience positive feelings engendered through appreciation of the kinship of people. Help them to develop respect for the multiracial and multireligious composition of the earth's people, and to cultivate a growth in understanding of the basic similarities despite the superficial differences of peoples throughout the world.

Objective: Pupils will explore and identify the nature of the world as a multiracial, multicultural, and multireligious phenomenon.

## Suggested Learning Activities

### KINDERGARTEN THROUGH GRADE THREE

- Pupils, after having identified cultural and religious differences in the makeup of the class, discuss similarities and differences in the way people satisfy their basic needs.
- Class discusses the advantages of speaking more than one language.
- Pupils describe several social and religious activities which are part of the cultural heritage of a given group.

### GRADES FOUR THROUGH SIX

- Pupils compare the best-loved holidays in several countries. After gathering details of the celebrations, they investigate the origins and meanings of those holidays to discover why they are held and what values they represent to the people who celebrate them.
- Pupils identify on a world map the regions from which racial and ethnic minorities now in the United States came, and give a brief report on one aspect of each original culture.
- Pupils examine the religious practices of the ancient Aztecs, comparing this religious system with that of the Greeks or Romans and with their own.

## REVERENCE

**Program Goal:** Help students to experience positive feelings engendered through appreciation of the kinship of people. Help them to develop respect for the multiracial, multicultural, and multireligious composition of the earth's people, and cultivate a growth in understanding of the basic similarities of people despite their relatively superficial differences.

**Objective:** Students will recognize and avoid behavior and attitudes based on prejudices toward the opposite sex and toward different ethnic, racial, political, or religious groups.

### Suggested Learning Activities

### GRADES SEVEN THROUGH NINE

- Students search through popular magazines to collect advertisements showing persons from ethnic groups other than their own. Identify the role(s) of the person(s) in the illustrations and evidences of stereotyping as students understood it from their previous experience with the concept. Conduct a similar search among magazines of ten or more years ago if they are available.

  Students respond to the following questions:

  1. Why do some people look unfavorably upon those from another ethnic, racial or religious group?
  2. What do their actions or comments reveal about what is important to them?
  3. What would be the consequences if everyone felt as it appears some people do?

- Have students define the term "minority population." Compare the definition with that of "majority group."

- Suggest that students watch a television program devoted to minority group problems. Students report on why the program was presented. Additionally, have them consider what this program means to us.

- Visit a museum or gallery displaying objects that represent a minority culture. Students identify what they can learn from studying these objects.

- Tour a place of employment where there are many workers, but no visible discrimination. Students compose a class theme on reasons they observed for the workers' ability to function well together.

## REVERENCE

Program Goal: Help students to develop an appreciation for the beauty, order, and natural laws which characterize the physical universe.

Objective: Students will examine the order and beauty of the shape and form of objects in nature.

Suggested Learning Activities

GRADES SEVEN THROUGH NINE

- Students observe and report on geometric forms in nature and in the universe. Students look for consistency and symmetry and illustrate their findings.
- Students explore the vastness of the universe by viewing the film *Universe* (28 min., Fsd 6036). Students comment on their feelings about the immensity, the order, and the mystery of the universe.
- Students make an individual picture collection reflecting personal feelings about nature. Students write a "Nature is. . ." statement for each picture.

## REVERENCE

Program Goal: Help students to learn that reverence is an attitude which is appropriate in many circumstances.

Objective: Students will be aware of the beauty, structure, and functioning of nature, and its variety, complexity, and adaptability.

Suggested Learning Activities

### GRADES TEN THROUGH TWELVE

– Students read several of the following selections and then think about and write or discuss orally the answers to questions at the end of these selections:

"Stopping by Woods," by Robert Frost
"Trees," by Nancy Burd Turner
"God's World," by Edna St. Vincent Millay
"Velvet Shoes," by Elinore Wylie
Psalm 19, from the Bible
"Sonnet Composed Upon Westminster Bridge," by William Wordsworth
"The Creation," by James Weldon Johnson
"Credo" and "The Children of the Night," by Edward Arlington Robinson
"Renaissance," by Edna St. Vincent Millay
"Death Be Not Proud," by John Donne
"The Fish," by Elizabeth Bishop

Spiritual feelings take different forms and are simulated by different situations. The foregoing selections, although varied, all have a spiritual element. When reading each selection, students consider the following questions:

What emotions did the writer feel?
What may s/he have seen, heard, or smelled to cause such emotion?
What else (in addition to sights, sounds, and odors) may have helped to create emotion in the writer?
Which different things in nature may have stimulated in the writer a feeling of reverence?
Which selections caused you to be inspired by the marvels of nature?
In what ways do the authors show their appreciation of the miracle of life and their perception of the deeper realities which underlie observable natural facts?

## REVERENCE

Program Goal: Help students to increase their awareness of the varieties of spiritual heritage possessed by peoples of the world.

Objective: Students will develop a feeling of reverence for life and a sense of direction and purpose.

Suggested Learning Activities

| GRADES TEN THROUGH TWELVE | |
|---|---|
| – Students study family experiences, customs, and traditions which involve attitudes of reverence. Musical compositions, literature selections, historical and anthropological studies, and family anecdotes can be used for references. Students consider the effect of a commonality of beliefs, traditions, and rituals on family stability. | |

# LOVE

Program Goal: Help pupils to understand that love can be a great, creative, motivating force for good.

Objective: Pupils will experiment and record the effects of love characterized by gentleness.

Suggested Learning Activities

## KINDERGARTEN THROUGH GRADE THREE

- Pupils conduct an experiment with plants under two controlled situations. Plants in one group are placed in an area where they will receive sunlight, proper ventilation, water, and plant food, if necessary. Pupils give these plants special care. The other group of plants is placed in an area without sunlight. These plants will not receive any care other than watering.

- Pupils keep a daily class journal of observations for each group of plants. They will record what forms of care plants received for that day and list any physical changes observed. This activity extends over a one-month period.

(Example of Chart)

| Date | Type of Care | Physical Changes |
|---|---|---|
|  |  |  |

Chart I - Proper Care
Chart II - Poor Care

- Pupils write and illustrate stories about the plants and their care and growth.

- Pupils discuss the results of this experiment and express their feelings about what happened to the plants.

- Pupils discuss the following questions:

1. What effects did care have on the plants?
2. What happened to the plants that didn't receive care?
3. How do you think this experiment relates to people in real life?
4. What does love mean to you?
5. How can a person show love for another?
6. In what ways can a person show love for nature?

## LOVE

**Program Goal:** Help pupils to understand and appreciate the importance of love, caring, congeniality, and friendship in all phases of individual and group life.

**Objective:** Pupils will increase their awareness that love is a supreme emotion and that it can be experienced in many ways.

Suggested Learning Activities

| KINDERGARTEN THROUGH GRADE THREE | GRADES FOUR THROUGH SIX |
|---|---|
| Accompany pupils on a walk in the neighborhood of the school to observe the beauties of nature. Encourage pupils to discuss how it makes them feel (voluntary expressions of feeling). | Pupils read the story, "Elizabeth Fry – Kindness," by Spencer Johnson, and illustrate a six-sequence story about kind acts demonstrated by Miss Fry. Each student shares his or her story with a small group. Each group selects one story to relate to the rest of the class. |
| Pupils construct photo-collages of people demonstrating affection, empathy, kindness, friendship, and generosity. Divide pupils into small groups to share their pictures with others in the group. Each pupil identifies and gives possible reasons for the acts shown in the collages. | Place all selected stories on the bulletin board for the class to see. |
| Pupils draw pictures of the kindest person they know. Children in small groups share their pictures and try to identify the reasons why these people seem so kind. Pupils analyze the reasons, try to group them, and generalize about what it means to be kind. | Each pupil brings to class a magazine or newspaper article or picture that illustrates people helping each other. Have some pupils read and show their clippings to the class, discussing their examples of affection, generosity, and kindness. |
|  | Pupils explore the meaning of words in the songs, "America" and "It's a Grand Old Flag." Have them prepare a short oral presentation about the composers' feelings for their country as expressed in the songs. |

## LOVE

Program Goal: Help pupils to learn that unselfish subordination of personal desires is an expression of love.

Objective: Pupils will be able to identify and describe ways in which people can be kind to each other.

Suggested Learning Activities

| GRADES FOUR THROUGH SIX | |
|---|---|
| Pupils discuss the unselfishness of persons, including teachers, nurses, and clergy, who have devoted their lives to benefit other people.<br>Children find newspaper or magazine articles about acts of heroism (e.g., a rescue under hazardous conditions). Class members can write about examples of quiet heroism or devotion to duty in their daily lives.<br>Pupils identify qualities in which they may seek additional growth. These may include ways of expressing affection toward others, gaining affection, showing compassion toward others, understanding others, expressing kindness toward others, making friends, and being a friend. | |

## LOVE

**Program Goal:** Help pupils to learn that expression of a person's love helps to activate love in others.

**Objective:** Pupils will identify the most important qualities in a friend and compare their own qualities to those of an ideal friend.

### Suggested Learning Activities

### GRADES FOUR THROUGH SIX

Pupils will vote on the questions listed below. They should indicate "yes" by raising their hands and "no" by putting their thumbs down.

How many of you have a best friend?
How many of you have a friend whom at one time you did not like?
How many of you have had a disagreement with a friend recently?
How many of you have a brother or sister who is also your friend?

After pupils think of someone who is now or used to be a friend, lead a classroom discussion related to the topic, "How do you know when a person is your friend?" At the conclusion of the discussion, have each pupil complete the sentence stem: "A friend is. . . ."

Provide pupils with 3" by 5" cards and ask them to write the name of their best friend on the cards. Under this name, ask them to write three words that describe their friend.

On the reverse side of the cards, have pupils write their names at the top and make three columns under it. At the top of the first column, write "BF" (for "best friend)". Under that heading, ask them to list three words that their best friend might use to describe them. Ask them to write "WE" (for "worst enemy") at the top of the second column and list three words that their worst enemy might say about them. At the top of column three, have them write "TEACH" for their favorite teacher, and write three words that the teacher might use to describe them. Pupils analyze and compare their own list. Each pupil completes the sentence stem: "My ideal friend. . . ."

# LOVE

**Program Goal:** Help students to develop a feeling of fellowship for other persons and to appreciate the warmth and reciprocity of human relationships.

**Objective:** Students will be able to identify various characteristics of compassion for other persons.

Suggested Learning Activities

| GRADES SEVEN THROUGH NINE | |
|---|---|
| – Students make ING name tags by writing their first name on a 5" x 7" piece of paper. On the same side, students write five or six words, all ending in -ing, which describe a loving person. On the other side of the name tag, students write five or six identifying facts about themselves (e.g., height, last name, age, number of brothers and sisters).<br>– Students pair off. Each makes a name tag for his or her partner using the same identifying criteria. Team members compare these name tags and discuss: "How do I perceive myself and how does my team partner perceive me?" | – Students write stories about actual or fictional incidents involving compassion. As students read their stories to the class, write on the chalkboard the words pupils have used to describe compassion. Students define the words on the chalkboard, to distinguish between their meanings and to suggest synonyms and antonyms. |

# LOVE

Program Goal: Help students to develop compassion for the feelings and needs of others and to act selflessly in their behalf.

Objective: Students will be able to identify characteristics of compassion for others by identifying alternative courses of action they may follow in solving personal problems.

## Suggested Learning Activities

### GRADES SEVEN THROUGH NINE

Each student writes about an actual or fictional incident involving compassion. Selected papers are read to the class. Write on the chalkboard some of the key words students have used to discuss compassion, perhaps including some of the following:

accord
clemency
condolence
congeniality
compatability
empathy
feeling
forgiveness
gentleness
generosity
humanity
harmony
leniency
magnanimity
mercy
pity
rapport
sympathy
tenderness
understanding

Students look up definitions of words on their class list.

Small groups of students role-play situations in which affection, kindness, and compassion are crucial to the positive resolution of a problem. Examples might include a playground misunderstanding, entrance of a new student to class, or someone who is left out of a game because of an inability to play well.

Students discuss additional alternatives which the role-players might have considered before they acted to resolve each situation.

Give students an opportunity to predict the consequences of each of the various alternatives considered by the characters in the dramatization.

Class members briefly analyze and discuss what they have done in this activity.

## LOVE

Program Goal: Help students to perceive love as a basic need in morality and the observance of law.

Objective: Students will be able to investigate ways in which they can develop faith in human potentials for good.

### Suggested Learning Activities

### GRADES TEN THROUGH TWELVE

- Students participate in an examination of the concept of positive approaches to daily relationships. For a one week period, students try to react to situations in their daily relationships with patience, gentleness, and expressions of love, keeping a daily log of the personal feelings resulting from their actions.

- Students discuss their logs in class and answer the following questions:

  1. How did you feel being patient and gentle and using expressions of love?
  2. How did people receive your kindness?
  3. What positive reactions did you feel and receive?
  4. What negative reactions did you feel and receive?
  5. How would you finish this sentence? "Being a lovable and capable person means. . . ."
  6. What did you learn or relearn from this experiment?

LOG

| Date | Transaction | How did you feel? | How were you received? |
|---|---|---|---|
|  |  |  |  |

- Students observe and list the different ways love is expressed in the community, home, school, and media.

- Students investigate the effects of human concern and kindness on the well-being of individuals, using their own creativeness and initiative in conducting this investigation.

## LOVE

Program Goal: Help students to develop compassion for the feelings and needs of other persons and to act unselfishly.

Objective: Students will identify and discuss community problems and relate them to the value of acting unselfishly.

Suggested Learning Activities

### GRADES TEN THROUGH TWELVE

- Students discuss the underlying attitude and implications of the following statement:

  Authorities agree that people spend a great deal of time satisfying their needs and wants. Value decisions are often concerned with self. Babies at first are determined to satisfy only short-term goals. The ability and desire to forego short-term goals in the hope of attaining long-term goals are developed as we mature intellectually and emotionally. This maturity also enables us to give up something which benefits only ourselves in favor of something which will benefit others.

- After discussing the previous statement, students tell or write about a time when they had a choice whether to act selfishly or unselfishly.

- In small groups students discuss their concerns and perceptions of community problems. After identifying problems, students suggest possible alternatives for solving the problems. (Teacher might suggest that students choose two top-priority community problems.)

- Each group presents a report to the class. Students discuss the problems presented and rank them in order of importance. Students discuss individual opinions as to the importance of the problems identified.

- Students choose a class project that will benefit the community and prepare a schedule of activities. Activities should be included that can be accomplished by the class, by a small group, and by individuals.

- Students discuss and write an essay on the following question:

  How can love temper justice in a society where the importance of values differs with individuals?

## RESPECT FOR LAW AND ORDER

Program Goal: Help pupils to realize that respect for law and order must begin with acceptance of rules made by the family, the school, and the community.

Objective: Pupils will investigate the ways in which respect for law and order develops from educational opportunity; they will examine their own responsibility for the development and observance of standards of conduct in the school and community.

### Suggested Learning Activities

### KINDERGARTEN THROUGH GRADE THREE

- Pupils discuss the importance of classroom helpers, such as play leaders, milk monitors, library helpers, student council members, and other classroom or school helpers. Pupils tell what they feel the function of each helper should be and why.

- Pupils role-play their responses to the following question: "Do pupils follow rules better when they understand them and know why they are made?"

- Pupils write a class invitation, with the approval of the principal, inviting a fire fighter or police officer to speak to the class about ways in which the fire and police departments protect children and adults. After the visits, pupils send "thank you" letters or stories to the visitors.

- Pupils make a class collage of pictures showing children observing safety rules, helping others, sharing materials, taking turns in games, etc.

- Pupils write stories about how children can be good citizens in the community and then read their stories to the class.

- Pupils keep a journal for one week. The title of the journal can be "My Weekly Journal on Citizenship." (Example of journal page:)

Date________

Today I________

________

________

- Pupils discuss with their parents ways in which education helps a person to become a better citizen. Pupils will share this experience with each other in small group discussions in class.

- Pupils view the film, *Rules, Laws, and You* (11 min., color, Fsd 1770).

## RESPECT FOR LAW AND ORDER

Program Goal: Help pupils to discover that obeying the law is a matter of self-protection and a means of preserving our nation.

Objective: Pupils will list reasons explaining the need for all citizens to obey our laws.

Suggested Learning Activities

| KINDERGARTEN THROUGH GRADE THREE | GRADES FOUR THROUGH SIX |
|---|---|
| – Pupils discuss the importance and the function of each traffic safety sign and list reasons why it is needed.<br>– Pupils view the film, *Debbie's Safety Lesson* (18 min., color, Fsd 1208).<br>– Pupils illustrate the safety rules displayed in the film and write one sentence for each illustration.<br>– Pupils choose a traffic safety rule and role-play what would happen if the rule were not obeyed (e.g., crossing on the "walk" signal at a busy intersection). | – Pupils interpret the meaning of law and order. After class discussion, the pupils develop a class statement on law and order.<br>– Pupils discuss and list the positive and negative implications of the class statement. Pupils create an imaginary monster using the list of positive and negative implications. Pupils divide into three teams. Team one creates the negative qualities of the monster. (Example: The monster gains strength when he walks through a red light.) Team two tries to conquer the monster using the positive qualities. (Example: The red light rays are harmful to the monster's bloodstream.) Team three evaluates each team's success or failure. |

## RESPECT FOR LAW AND ORDER

Program Goal: Help learners to develop an understanding of the fundamental importance of law and order in our society.

Objective: Pupils will learn that respect for the law is both a matter of self protection and a means of preserving our nation.

Suggested Learning Activities

### KINDERGARTEN THROUGH GRADE THREE

- Pupils analyze why traffic lights and stop signs are necessary. They discuss the reasons for traffic laws. Pupils share ideas on why it is important to respect and observe these laws as they travel between home and school.

- Pupils collect, display, and discuss pictures of persons exercising their citizenship responsibilities, such as voting, showing respect for traffic laws, and serving on juries.

### GRADES FOUR THROUGH SIX

- In the study of urban growth in Los Angeles, help pupils to recognize that the early settlers joined together in making laws and assuring that they were enforced. Regulations concerning the use of water and other resources may be used as examples of the mutual determination of limits upon personal freedom in the interests of all. Such discussions may be developed further to help pupils recognize that such bodies as the city council and the state legislature are in reality extensions of the town meeting, and that citizens are obliged to support the regulations and laws established by their representatives.

- Discuss how laws and regulations make it easier for people to live in a community. Have pupils speculate about some of the things that might happen if there were no laws and regulations.

- In The Declaration of Independence, the authors remind us that each person is guaranteed certain rights. Among these rights, the document names "Life, Liberty, and the Pursuit of Happiness." Have pupils discuss the responsibilities that accompany

| | GRADES FOUR THROUGH SIX |
|---|---|
| | these rights. Each pupil can make a chart indicating rights, responsibilities, and choices. For example, we have the unique opportunity to make political choices, living as we do in a democracy. Have pupils describe some of the choices they make on a daily basis that are expressions of their rights. |

## RESPECT FOR LAW AND ORDER

Program Goal: Help learners to develop an understanding of the fundamental importance of law and order in our society.

Objective: Pupils will be able to analyze laws in a community and identify the sources of authority.

Suggested Learning Activities

### KINDERGARTEN THROUGH GRADE THREE

– Pupils discuss the roles and functions of various sources of authority within the community. For example, the following authority figures might be identified: parents, mayor, school principal, police officer, crossing guard, school monitors, and city councilperson(s). Pupils discuss various authorities and the rules or laws they help to enforce within the community. Pupils might role-play a situation in which parents establish a rule limiting their child's conversation with strangers. The class discusses the source of authority and reasons for the rule are examined.

– Pupils dramatize a situation in which two pupils are arguing over who should get a turn to distribute paper. Have the class analyze the drama and create a rule to meet this specific need for the exercise of authority. Discuss the need for the rule, including a description of its function and values, and the interests it is designed to promote or protect.

### GRADES FOUR THROUGH SIX

– Pupils simulate a self-governing community in which they establish the rules and give the authority to representatives to govern them with these rules. They function in the classroom for three days under this system. In summary, examples of the values and interests underlying their experience may be listed on the chalkboard.

## RESPECT FOR LAW AND ORDER

Program Goal: Help pupils to understand that all citizens have a responsibility to care for public and private property.

Objective: Pupils will identify ways to demonstrate respect for the rights and property of all persons.

### Suggested Learning Activities

### GRADES FOUR THROUGH SIX

- Pupils view the film, *Vandalism Story: The Clubhouse* (10 min., color, Fsd 2203). Pupils participate in an open-ended discussion with emphasis on the following questions:

  1. Why do you think the boys wanted to vandalize the school?
  2. How did the boys feel after finding their clubhouse vandalized?
  3. Tell how you would feel in the same situation and why.

- Pupils discuss and role-play situations demonstrating the Golden Rule: "Do unto others as you would have them do unto you."

- Pupils develop a class chart on motivating reasons for vandalism at home, at school, and in the community. The chart indicates possible solutions for each reason.

| WHY VANDALISM? | HOW CAN IT BE STOPPED? |
|---|---|
| REASON | SOLUTION |
| 1. | 1. |

EXAMPLE

- Pupils discuss their chart with friends not in the class, parents, and other adults. Pupils compare their evaluation with other class members and compile an evaluation sheet.

- Pupils present their chart and evaluations to the school principal, the PTA/Community Advisory Council, and local community newspapers.

## RESPECT FOR LAW AND ORDER

Program Goal: Help learners to understand that respect for the law is a requisite to good citizenship.

Objective: Pupils will be able to recognize their own responsibility for the development and observance of standards of conduct in the school and community.

Suggested Learning Activities

### GRADES FOUR THROUGH SIX

- Pupils take an active part in performing classroom and school responsibilities, such as being a class monitor, joining a school service club, or being a member of a school beautification project.

- Pupils compare class and school standards with municipal and other laws. Help pupils to determine how these laws are important in preserving the rights and dignity of citizens. Through participation in service clubs, student government, and school beautification projects pupils can learn the importance of self-control and its value to successful participation in group activities.

- Pupils prepare a research report on the laws of various countries which relate to the personal conduct of their citizens. Pupils distinguish forms of government that stress individual responsibility for personal actions from those that do not.

- Explore the importance of observing in practice game rules, the spirit of fair play, and the concept of friendly competition.

## RESPECT FOR LAW AND ORDER

Program Goal: Help students to recognize that disregard for the law can be cumulative in nature, beginning with minor infractions of moral or legal codes and progressing toward gross moral and legal misconduct.

Objective: Students will investigate the evidence of moral and legal misconduct that is portrayed through the media.

Suggested Learning Activities

| GRADES SEVEN THROUGH NINE | |
|---|---|
| – Students monitor television or radio news programs for a week and record the frequency of violent law offenses by type categories.<br>– Students role-play based on current events found in the newspapers and magazines and demonstrate the impact of these events on daily life.<br>– Students make a survey of crimes in Los Angeles and determine which age group appears to be represented most frequently in each category of criminal offense. | – Students discuss the following sections of the booklet, *Laws for Youth,* published by the County of Los Angeles:<br>1. "Why We Have Juvenile Laws"<br>2. "Family and Schools"<br>3. "The Juvenile Justice System and the Rights of Youth" |

## RESPECT FOR LAW AND ORDER

Program Goal: Help students to understand that laws should be obeyed until they are altered through lawful means. All citizens have a responsibility to bring about desirable changes through use of the established processes for making changes lawfully.

Objective: Students will identify and express their concerns about the functioning and reevaluation of laws as these affect their lives and society.

### Suggested Learning Activities

### GRADES SEVEN THROUGH NINE

- Students research and discuss the ways in which citizens can participate in politics in the interest of good government.
- Students list ways in which citizens can influence their senators and representatives in making laws.
- Students write a class letter inviting their city council member or legislative representative to visit the class and discuss ways in which citizens can bring about desirable changes.
- Students bring to class news clippings about current events affecting the law and order processes of society and give oral reports about them. These clippings may be from magazines or newspapers, or they may be accounts of events seen or heard on television or radio.

### GRADES TEN THROUGH TWELVE

- Students make two lists: (1) things that are against the law that they think should be legal, and (2) things that aren't against the law that they think should be illegal.
- Students choose one of the activities they would like to see made illegal and write a law for it.
- Students conduct a survey among classmates, family, and friends on the new law as follows:

| Agree | Disagree | Pass | (New law stated here) |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |

## RESPECT FOR LAW AND ORDER

Program Goal: Help students to understand that law is fundamental to any society and that, through law, individuals and society are protected against anarchy, fear, violence, and oppression.

Objective: Students will be able to identify ways in which laws, regulations, and rules protect them.

### Suggested Learning Activities

### GRADES SEVEN THROUGH NINE

- Students choose one event and conduct a class debate, one side defending the action, one side opposing it.
- Read and discuss the school constitution with the class. Have a small committee visit a meeting of the school's student council and report to the class how student government actually functions. Discuss how leaders are elected, whom they represent, and why they should be concerned about the interests and desires of the student body.
- Have class members discuss the possible advantages of establishing a school office which would have the authority to regulate the activities of all school clubs and organizations.
- Provide an opportunity for each student to serve briefly as a classroom officer at least once during the early part of the school year. After all have served and before a formal election of officers is held, conduct a discussion concerning responsibilities of the group to help support a chosen leader.

### GRADES TEN THROUGH TWELVE

- Ask selected students to investigate and report to the class on the Constitutional protections afforded the members of minority groups from arbitrary abuse of power by the majority. Direct attention to such clauses as those relating to due process of law and equal protection under the law.
- Small groups of students discuss and evaluate a situation in which compliance with a federal or state law is an issue. An example might be the refusal of the Amish sect to comply with state educational laws on the grounds that to do so would violate their rights to freedom of religion.
- Have students explain how the Constitution provides for regular elections and for a system of checks and balances among the executive, legislative, and judicial branches of government. Discuss with the class how the Constitution supports the ideal which holds that we are a nation of laws.

# RESPECT FOR LAW AND ORDER

## Suggested Learning Activities

### GRADES SEVEN THROUGH NINE

- On the chalkboard, list the areas of school life that are affected by rules. Through class discussion, review the rules which apply to each area. Consider such questions as: Why are these rules necessary: How are they established? What can students do to assist in the successful application of these rules?

- Many authorities have expressed concern about the impact of the violence and lawlessness portrayed in some comic books, films, and television programs. Dr. Jessie Steinfield, Surgeon General of the United States from December, 1969, to January, 1973, reported the following findings:

  Each day, more than 40 million American children aged 2 to 11 watch television for an average of 3 1/2 hours. By the time a child reaches 12, s/he will have watched more than 13,500 hours of television, more than double the time s/he will spend in the classroom. Have students discuss some of the implications of these facts.

- Explain the following concepts to the students:

  A law is a rule that helps people live together so they have a chance to be happy. Sometimes a law tells you what you *cannot* do: for example, break into

### GRADES TEN THROUGH TWELVE

- Show how the Constitution makes provision for orderly change. Use the exact words of the Constitution whenever possible. Ask students to answer the following questions:

  "How may amendments be proposed and ratified?"

  "What Constitutional amendments have made changes in the government as it was established at the Constitutional Convention?"

  "What amendments have provided for new needs and reflected new ways of thinking?"

your neighbor's home and steal a television set. Other laws tell you what you *must* do; for example, pay a tax on the money you earn.

The law is not perfect, nor is it complete. The aim of our executive, judicial, and legislative branches of government, however, is to make the law fair for everyone. The law is a product of people and, because even the smartest people make mistakes, the law can be in error at times.

Ask students to identify laws that have recently been changed for the better.

- Distribute and review the publication *Law and Youth* (Los Angeles City Schools: Instructional Planning Division, Publication No. SC-735, 1975). Have students look in their local newspaper for police reports. Assign different students to report to class on the types of laws most often violated by various age groups.

- Read the following story to the students:

Manny Hernandez is new in this neighborhood, and he has not been able to make many friends his age. He really misses all his old friends. However, this

### GRADES SEVEN THROUGH NINE

morning he's delighted when a few homeroom boys invite him to play basketball at lunch. Now, he feels he has found some friends again. He's really excited about it.

After playing for about a half-hour, the boys rest on the school's front lawn for a few minutes. Charlie walks across the street to examine a brand new van parked there. He signals for the others to come over and look at something—the keys have been left in the car's ignition. Charlie and Doug suggest that they "borrow" the van and take it for a spin around the block. They could be back in just a few minutes and no one would be any the wiser.

Manny thinks taking the van would be ripping it off, not borrowing it. He has never stolen anything and does not want to start now. He can't help thinking about getting caught.

However, he really likes his new friends and doesn't want them to call him "chicken." What should Manny do?

Divide the pupils into groups of five. Have pupils discuss the following questions:

# RESPECT FOR LAW AND ORDER

## Suggested Learning Activities

### GRADES SEVEN THROUGH NINE

"What are the conflicting choices Manny must weigh before he can make a decision?"

"What are his alternatives and their consequences?"

"What would you do if you were Manny? Why?"

– Have students complete the following open sentence stems on a sheet of paper:

"I do/do not believe in obeying all laws, regardless of how I feel about them, because . . ."

"I do/do not feel our legal system works well because . . ."

"I do/do not think our laws favor certain groups of people over others because . . ."

## RESPECT FOR LAW AND ORDER

### Suggested Learning Activities

### GRADES SEVEN THROUGH NINE

Share these facts with the class:

- The University of North Carolina's Child Development Center recently paired 10 preschoolers with similar television viewing and play habits. The children who viewed violent television programs were found to be considerably more aggressive and hostile.

- A Pennsylvania State University study reports that in a Kindergarten class of 92 students divided into three groups, those students in the group exposed to violent television programming showed a significant increase in attacks on playmates, compared with students in groups that were not so exposed.

- Ask students to respond to the following questions:

  How do you think television violence has affected your behavior?

  How do you feel about violence on television?

  What are some things people could do about this situation?

## RESPECT FOR LAW AND ORDER

Program Goal: Help students to become conscientious, law-abiding persons who appreciate the importance of maintaining law and order for the benefit of themselves, other individuals, the community, the nation, and the world.

Objective: Students will examine laws that have been altered by lawful means and discover the accompanying implied responsibilities.

Suggested Learning Activities

| GRADES TEN THROUGH TWELVE | |
|---|---|
| – Students research and discuss the impact of the new juvenile justice legislation which treats 15 and 16 year-olds as adults. | |
| – Students write a paragraph on the responsibilities that are inherited with the lowering of the legal age of adulthood to 18. | |
| – Students write a dramatization about a community that has no laws. | |
| – Students express their opinions and feelings about the concept that certain limitations on liberty are necessitated by consideration for the welfare of other individuals and of society as a whole. | |

## SUGGESTED TEACHER REFERENCES

This list of references was prepared to assist teachers and other staff members in achieving the goals and objectives expressed in *The Teaching of Values.* The Instructional Planning Division, Los Angeles City Schools, has produced curriculum materials supporting values education. Values are developed through the total curriculum; materials included in this list, therefore, are related to many different subject areas.

# REFERENCES

## ELEMENTARY GRADES

## FROM
## CATALOG OF FILMS FOR ELEMENTARY GRADES
## LOS ANGELES UNIFIED SCHOOL DISTRICT
## 1976

(Please refer to catalog for description and ordering procedure.)

| ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|
| 2168 | *Alcohol: The First Decision*<br>10 min., color | 3-6 |
| 2229 | *Balthazar, The Lion*<br>12 min., color | K-6 |
| 1077 | *Barbara*<br>6 min., color | |
| 1084 | *Beginning Responsibilities: Books and Their Care*<br>10 min., color | K-2 |
| 2109 | *A Black Experience* (Negro folklore)<br>(Title I school circulation only)<br>25 min., color | 4-6 |
| 2232 | *Cheating*<br>9 min., color | 3-6 |
| 1170 | *Clubhouse Boat*<br>19 min., color | 4-6 |
| 1208 | *Debbie's Safety Lesson*<br>18 min., color | K-2 |
| 2242 | *Fine Feathers*<br>6 min., color | K-3 |
| 2446 | *The Giving Tree*<br>10 min., color | 1-6 |
| 1360 | *Good Citizens*<br>10 min., color | K-1 |
| 2247 | *Greenhouse*<br>11 min., color | K-2 |
| 2119 | *Guidance: Does Color Really Make a Difference?*<br>11 min., color | 3-6 |
| 2099 | *Heart to Heart*<br>14 min., color | 4-6 |

| ORDER CODE | ITEM | GRADE LEVEL | ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|---|---|---|
| 1421 | *How to Make a Mistake*<br>11 min., color | 3-6 | | | |
| 1428 | *Human Values: Forgive and Forget*<br>11 min., color | 3-4 | | | |
| 3158 | *I'm Feeling Alone*<br>8 min. | 3-6 | | | |
| 2298 | *I'm Going to Be the Lion's Head*<br>19 min., color | 4-6 | | | |
| 2105 | *Late for Dinner: Was Dawn Right?*<br>7 min., color | 2-5 | | | |
| 2106 | *The Lemonade Stand: What's Fair?*<br>16 min., color | 2-5 | | | |
| 1505 | *Let's Play Fair* (2nd Ed.)<br>10 min. | 3-4 | | | |
| 2082 | *Lost and Found*<br>12 min., color | K-3 | | | |
| 2262 | *Me*<br>17 min., color | 3-6 | | | |

## REFERENCES LISTED IN FILMS FOR MULTICULTURAL STUDIES FOR ELEMENTARY GRADES
## LOS ANGELES UNIFIED SCHOOL DISTRICT
## 1976

(Please refer to catalog for description and ordering procedure.)

| ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|
| 2109 | *A Black Experience* (Negro folklore)<br>25 min., color | 4-6 |
| 2074 | *Evan's Corner*<br>25 min., color | K-2 |
| 2119 | *Guidance: Does Color Really Make a Difference?*<br>11 min., color | 3-6 |
| 2163 | *The Icarus Wish*<br>7 min., color | 3-6 |
| 2298 | *I'm Going to Be the Lion's Head*<br>19 min., color | 4-6 |
| 1485 | *Just Like Me*<br>8 min., color | 3-6 |
| 2087 | *People*<br>11 min., color | 4-6 |
| 1687 | *People Are Different and Alike*<br>11 min., color | 3-6 |
| 2206 | *Maria of the Pueblos*<br>15 min., color | 4-6 |
| 2276 | *The Stolen Necklace*<br>8 min., color | K-3 |
| 2307 | *There's Nobody Else Like You*<br>14 min., color | K-2 |
| 2341 | *To Be Me: Tony Quon*<br>10 min., color | 5-6 |
| 2278 | *Trouble on My Paper Route*<br>17 min., color | 4-6 |

| ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|
| 2107 | *Only Benjy Knows: Should He Tell?*<br>4 min., color | 1-3 |
| 2144 | *The Pledge of Allegiance*<br>8 min., color | K-2 |
| 2312 | *The Pledge of Allegiance*<br>6 min., color | K-3 |
| 2103 | *Problems and Attitudes in School*<br>12 min., color | 4-6 |
| 2128 | *Ricky's Great Adventure*<br>11 min., color | K-3 |
| 1770 | *Rules, Laws, and You*<br>11 min., color | 3-4 |
| 2182 | *Safety: Home Safe Home*<br>14 min., color | 2-5 |
| 2226 | *The Teaching of Values: A Shared Responsibility*<br>30 min. (Inservice training) | |
| 2203 | *Vandalism Story: The Clubhouse*<br>10 min., color | 3-6 |
| 2302 | *Vandalism: What and Why?*<br>12 min., color | 3-6 |
| 2164 | *Vandalism: Why?*<br>11 min., color | 4-6 |
| 2042 | *We Make Choices*<br>10 min., color | 3-6 |
| 2297 | *We'll Make Our Own Team*<br>21 min., color | 3-6 |
| 1964 | *What Color Are You?*<br>15 min., color | 3-6 |
| 1970 | *What "Liberty and Justice" Mean*<br>10 min., color | 4-6 |
| 1977 | *What Will Linda Do?*<br>6 min., color | 4-6 |
| 2286 | *What's Your Authority?*<br>11 min., color | 3-6 |
| 2287 | *Where's Your Loyalty?*<br>11 min. | 4-6 |

| ORDER CODE | ITEM | GRADE LEVEL | ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|---|---|---|
| 2146 | *Who Needs You?*<br>11 min., color | 4-6 | | | |
| 2327 | *Who Wants America Ugly?*<br>8 min., color | 2-6 | | | |
| 2139 | *Why You Are You*<br>11 min., color | 1-3 | | | |
| 2030 | *Yours, Mine, Ours*<br>11 min., color | K-2 | | | |

# AUDIO-VISUAL MATERIALS RESOURCE LIST
## ELEMENTARY SCHOOLS EDITION
October, 1976

(Please refer to catalog for description and ordering procedure.)

| ESEA ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|
| 13692 | *Caring* | 2-5 |
| | *Documents of Democracy* | 3-6 |
| 14019 | Record format | |
| 14020 | Cassette format | |
| 14029 | *Foundations of Justice* | 4-6 |
| 14091 | *It's OK for Me: It's OK for You* | 2-5 |
| | *Journey to Democracy: An Exploration of Alternative Forms of Government* | 3-6 |
| 14037 | Record format | |
| 14038 | Cassette format | |
| 13662 | *Learning to Be a Wise Consumer* | 5-6 |
| 13663 | Record format | |
| | Cassette format | |
| | *Myself and Me* | K-2 |
| 13811 | Record format | |
| 13812 | Cassette format | |

| ESEA ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|
| | *Now You Know About People at Work* | K-3 |
| 14047 | Record format | |
| 14048 | Cassette format | |
| | *Safety and You* | 3-6 |
| 13956 | Record format | |
| 13957 | Cassette format | |
| 13958 | *School Bus Safety* | 3-6 |
| | *Song-Stories: What Makes Me the Only Me?* | K-3 |
| 13866 | Record format | |
| 13867 | Cassette format | |
| 13874 | *The Star-Spangled Banner* (No. SF166C) | 3-6 |
| | *The Super-Duper Rumor: Lessons in Values* | K-3 |
| 14053 | Record format | |
| 14054 | Cassette format | |
| 13904 | *Understanding Your Feelings* (No.LT-694) | 4-6 |

| ESEA ORDER CODE | ITEM | GRADE LEVEL | ESEA ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|---|---|---|
| 13926 | *Watch Out!* (No. LT-554) | 2-6 | | | |
| | *What Is a Handicap?* | 5-6 | | | |
| 14092 | Record format | | | | |
| 14093 | Cassette format | | | | |
| 13907 | *Why You Study* (No. TX-600) | 5-6 | | | |
| | *Winnie the Pooh on the Way to School* | K-3 | | | |
| 13959 | Record format | | | | |
| 13960 | Cassette format | | | | |

# MULTICULTURAL AUDIO-VISUAL MATERIALS RESOURCE LIST
## ELEMENTARY SCHOOLS EDITION
## 1976-1977

(Please refer to catalog for description and ordering procedure.)

| ESEA ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|
| | *Bilingual Reading Child* | K-3 |
| 13033 | Record format | |
| 13034 | Cassette format | |
| | *Children of Courage* | 3-6 |
| 11533 | Record format | |
| 11534 | Cassette format | |
| | *Children of the Inner City* | K-6 |
| 11127 | Record format | |
| 11128 | Cassette format | |
| 11131 | *Comparative Cultures* | 3-6 |
| | *Discovering the Inner City* | 1-3 |
| 11140 | Record format | |
| 11141 | Cassette format | |
| 11995 | *Living Together in America* (No. 68502) | K-2 |
| | *Minorities and Majorities* | 2-6 |
| 11416 | Record format | |
| 11417 | Cassette format | |
| 13534 | *People of America* | 4-6 |
| 13540 | *Rich and Poor: Ways of Living* | 1-3 |
| 13556 | *Work and the Family* | 3-6 |

# REFERENCES

## SECONDARY AND ADULT LEVELS

## FROM
## CATALOG OF FILMS FOR SECONDARY AND ADULT LEVELS
## LOS ANGELES UNIFIED SCHOOL DISTRICT
## 1976

(Please refer to catalog for description and ordering procedure.)

| ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|
| 6243 | *Black and White: Uptight*<br>35 min., color | 7-12 |
| 4584 | *Engagement: Romance and Reality*<br>15 min., color | 10-12 |
| 6559 | *Free to Choose*<br>16 min., color | 10-12 |
| 6260 | *Freedom to Speak: People of New York vs Irving Feiner*<br>23 min., color | 7-12 |
| 4715 | *The French Family Brunel*<br>17 min. | 10-12 |
| 4778 | *Getting a Job Is a Job*<br>17 min., color | 10-12 |
| 6316 | *Getting a Promotion*<br>14 min., color | 10-12 |
| 4779 | *Getting Angry*<br>10 min., color | 7-12 |
| 4787 | *Give Me Liberty*<br>22 min., color | 7-9 |
| 4790 | *Going Places*<br>90 min., color | 7-9 |
| 4802 | *The Great Rights*<br>14 min. | 7-12 |
| 4820 | *Hailstones and Halibut Bones*<br>6 min., color | 7-12 |
| 4954 | *I Never Went Back*<br>16 min., color | 10-12 |
| 6594 | *". . . I Told You So"*<br>17 min., b & w | 10-12 |

| ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|
| 4955 | *If You're Ready*<br>13 min., color | 7-12 |
| 6502 | *The Immigrant Experience: The Long, Long Journey*<br>31 min., color | 7-12 |
| 4960 | *Immigration in America's History*<br>10 min., color | 7-9 |
| 5007 | *Into the World*<br>31 min., color | 10-12 |
| 6454 | *Introducing Ecology: Dependence and Sharing*<br>11 min., color | 7-9 |
| 5022 | *Inventions in America's Growth (1850-1910)*<br>11 min., color | 7-9 |
| 5023 | *The Invisible Force*<br>28 min. | 10-12 |
| 6282 | *Is it Always Right to Be Right?*<br>6 min., color | 7-12 |
| 5064 | *John Adams* (Parts 1 and 2)<br>48 min. | 10-12 |

| ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|
| 5066 | *The John Glenn Story*<br>30 min., color | |
| 6591 | *The Joy of Achievement*<br>15 min., color | 7-12 |
| 5074 | *Juan y Su Burrito*<br>11 min. | 7-12 |
| 5074 | *Junior High: A Time of Change*<br>11 min., color | 7-9 |
| 6300 | *Just One*<br>24 min., color | 10-12 |
| 5077 | *Justice Under Law*<br>32 min. | 10-12 |
| 5078 | *Justice Under the Law: The Gideon Case*<br>22 min., color | 10-12 |
| 6529 | *The Life You Save* (First Aid)<br>17 min., color | 7-9 |
| 6506 | *The Lincoln Center International Choral Festival Film*<br>30 min., color | 7-12 |
| 5145 | *Listen-Listen*<br>18 min., color | 10-12 |

| ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|
| 5182 | *Major Religions of the World*<br>(Development and rituals)<br>21 min., color | 7-12 |
| 6508 | *Minorities: From Africa, Asia, and the Americas*<br>16 min., color | 7-9 |
| 6409 | *No Man Is an Island*<br>11 min., color | 7-12 |
| 6396 | *Of This We Are Proud*<br>16 min., color | 7-9 |
| 5419 | *Our Immigrant Heritage*<br>32 min., color | 7-12 |
| 6371 | *The Prejudice Film*<br>29 min., color | 7-12 |
| 5653 | *Roots of Happiness*<br>23 min. | 10-12 |
| 6514 | *A Sense of Purpose*<br>14 min., color | 10-12 |
| 5935 | *They Beat the Odds*<br>22 min., color | 10-12 |
| 5948 | *Thomas Jefferson* (Parts 1 and 2)<br>28 min., color | 7-9 |
| 5961 | *The Times of Teddy Roosevelt*<br>26 min. | 10-12 |
| 6004 | *The True and the Just*<br>28 min. | 10-12 |
| 6494 | *Under the Law: Arrest and Seize*<br>17 min., color | 10-12 |
| 6515 | *Under the Law: The Hitchhike*<br>17 min., color | 10-12 |
| 6516 | *Under the Law: Muggers*<br>17 min., color | 10-12 |
| 6517 | *Under the Law: The Plea*<br>16 min., color | 10-12 |
| 6518 | *Under the Law: The Rip-Off*<br>14 min., color | 10-12 |
| 6421 | *Vandalism. Why?*<br>11 min., color | 7-12 |

# REFERENCES LISTED IN
# FILMS FOR MULTICULTURAL STUDIES, SECONDARY GRADES
# LOS ANGELES UNIFIED SCHOOL DISTRICT
# 1976

(Please refer to catalog for description and ordering procedure.)

| ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|
| 4458 | *Decisions*<br>17 min., color | 7-9 |
| 6350 | *Despite Man's Differences*<br>20 min., color | 7-12 |
| 6496 | *A Fable*<br>17 min., color | 7-9 |
| 4709 | *Frederick Douglass* (Parts 1 and 2)<br>48 min. | 10-12 |
| 6336 | *The Golden Door*<br>14 min., color | 7-12 |
| 4847 | *Harvest of Mercy*<br>40 min., color | 7-12 |
| 4952 | *I Have a Dream: The Life of Martin Luther King, Jr.*<br>35 min. | |
| 6594 | *". . . I Told You So"*<br>17 min., b&w | 10-12 |
| 6502 | *The Immigrant Experience: The Long, Long Journey*<br>31 min., color | 7-12 |
| 4960 | *Immigration in America's History*<br>10 min., color | 7-9 |
| 5182 | *Major Religions of the World*<br>(Development and rituals)<br>21 min., color | 7-12 |
| 6409 | *No Man Is an Island*<br>11 min., color | 7-12 |
| 5419 | *Our Immigrant Heritage*<br>32 min., color | 7-12 |
| 6371 | *The Prejudice Film*<br>29 min., color | 10-12 |
| 5584 | *Quest for Freedom*<br>15 min., color | 7-9 |
| 5935 | *They Beat the Odds*<br>22 min., color | 10-12 |

# AUDIO-VISUAL MATERIALS RESOURCE LIST
## SECONDARY SCHOOLS EDITION
### October, 1976

(Please refer to catalog for description and ordering procedure.)

| ESEA ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|
| 54218 | *The American Experience: Immigration and Migration* (No. AE-100) | 7-12 |
| | *The American Experience in Democracy* | 10-12 |
| 54219 | Record format | |
| 54220 | Cassette format | |
| 54222 | *The American Experience: Values and Attitudes* (No. AE-200) | 7-12 |
| 54127 | *Americans Who Made History* (No. LLX-630) | 8-12 |
| | *At Issue: Persuasion and Propaganda* | 10-12 |
| 54239 | Record format | |
| 54240 | Cassette format | |
| | *Better Choice, Better Chance* | 7-9 |
| 53979 | Record format | |
| 53980 | Cassette format | |
| | *The Bible: A Study in Literature* | 12 |
| 53867 | Record format | |
| 53868 | Cassette format | |
| | *Career Values: What Really Matters to You?* | 10-12 |
| 54000 | Record format | |
| 54001 | Cassette format | |
| 54008 | *Child Development and Family Relations* | |
| 53876 | *Clarifying Your Values: Guidelines for Living* (Parts 1 and 2) | 10-12 |
| 53877 | *Clear Thinking: How to Improve Your Reasoning* | 10-12 |
| | *Concepts* (Part 1) | 12 |
| 54250 | Record format | |
| 54251 | Cassette format | |
| | *Courage* | 10-12 |
| 53882 | Record format | |
| 53883 | Cassette format | |
| | *The Criminal Court* | 11-12 |
| 54252 | Record format | |
| 54253 | Cassette format | |

| ESEA ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|
| | *The Declaration of Independence* | 7-9 |
| 54256 | Record format | |
| 54257 | Cassette format | |
| | *Declaration: What the Declaration of Independence Really Means* | 7-12 |
| 53885 | Record format | |
| 53886 | Cassette format | |
| | *Equality: "A Look at the Dream"* | 7-12 |
| 54264 | Record format | |
| 54265 | Cassette format | |
| | *The Election Process* | 10-12 |
| 54260 | Record format | |
| 54261 | Cassette format | |
| | *Exploring Limits of the Law* | 11-12 |
| 54266 | Record format | |
| 54267 | Cassette format | |
| | *The Fight for Freedom* | 7-11 |
| 54270 | Record format | |
| 54271 | Cassette format | |
| | *Forerunners of Equality: The Power That Built America* | 10-12 |
| 54272 | Record format | |
| 54273 | Cassette format | |
| | *Global Emergency: Energy* | 8-12 |
| 54282 | Record format | |
| 54283 | Cassette format | |
| | *Global Emergency: Food and Population* | 7-9 |
| 54282 | Record format | |
| 54283 | Cassette format | |
| | *Global Emergency: Values and Conflict* | 11-12 |
| 54284 | Record format | |
| 54285 | Cassette format | |
| | *Individualism: Can It Survive?* | 10-12 |
| 54014 | Record format | |
| 54015 | Cassette format | |
| 54286 | *In Search of Justice* | 10-12 |
| | *Juvenile Justice: Society's Dilemma* | 10-12 |
| 54300 | Record format | |
| 54301 | Cassette format | |
| 54302 | *Knowing What's True* (No. TX-612) | 7-9 |
| 54328 | *The Moral Compass* | 7-9 |
| 53923 | *A Patch of Blue* | 11-12 |

| ESEA ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|
| 54344 | *Patterns of Human Conflict* | 10-12 |
| 54013 | *Personal Management and Grooming* (No. T-915) | |
| | *Prejudice: Harvest of Hate* | Adult |
| 54378 | Record format | |
| 54379 | Cassette format | |
| | *Privacy: Reexamining a Basic Right* | 10-12 |
| 54382 | Record format | |
| 54383 | Cassette format | |
| | *Public Trust and Private Honor* | 12 |
| 54386 | Record format | |
| 54387 | Cassette format | |
| 53924 | *The Red Badge of Courage* | 7-9 |
| 54419 | *Values for Living* (No. TX-605) | 7-9 |
| | *Violence in Society* | 7-12 |
| 54420 | Record format | |
| 54421 | Cassette format | |
| 53810 | *Who Is the Hero?* (No. 3911) | 10-12 |
| 53953 | *Why Learn That? Values in Education* (Parts 1 and 2) | 10-12 |
| | *Your Civic Responsibility* | 7-9 |
| 54435 | Record format | |
| 54436 | Cassette format | |

# MULTICULTURAL AUDIO-VISUAL MATERIALS RESOURCE LIST
## SECONDARY SCHOOLS EDITION
## 1976-1977

(Please refer to catalog for description and ordering procedure.)

| ESEA ORDER CODE | ITEM | GRADE LEVEL |
|---|---|---|
| | *Black Religion* | 10-12 |
| 53578 | Record format | |
| 53579 | Cassette format | |
| | *People of the City* | 7-12 |
| 02000 | Record format | |
| 02001 | Cassette format | |
| | *Seeds of Hate* | 8-12 |
| 51834 | Record format | |
| 51835 | Cassette format | |
| | *Understanding Prejudice* (No. 101-05) | 7-12 |
| 52567 | Complete set/record format | |
| 53568 | Complete set/cassette format | |
| | *Stereotyping - Individual Sets* | |
| 52569 | Record format | |
| 52570 | Cassette format | |
| | *Master Race Myth* | |
| 52571 | Record format | |
| 52572 | Cassette format | |
| | *Understanding Prejudice* (No. 102-05) | 7-12 |
| 53755 | Complete set/record format | |
| 53756 | Complete set/cassette format | |
| | *Scapegoating - Individual Sets* | |
| 53725 | Record format | |
| 53726 | Cassette format | |
| | *The Impact of Prejudice* | |
| 53727 | Record format | |
| 53728 | Cassette format | |
| | *Why Cultures Are Different* | 7-9 |
| 53743 | Record format | |
| 53744 | Cassette format | |

## VALUES EDUCATION MATERIALS

## AVAILABLE FROM OTHER SOURCES

Anti-Defamation League of B'Nai B'Rith

6505 Wilshire Blvd., Suite 814
Los Angeles, CA 90048

Doubleday Multimedia

1371 Reynolds Avenue
Irvine, CA 92713
Local: Dennis McNabb
4150 Via Dolce, No. 223
Marina del Rey, CA 90291
Phone: (213) 823-6820

Guidance Associates

757 Third Avenue
New York, NY 10017
Local: Dean J. Slocum
1872 New Jersey Street
Costa Mesa, CA 92626
Phone: (714) 545-8163

Listener Educational Enterprises

Local: Charles Wieser Associates
P.O. Box 538
El Toro, CA 92630
Phone (714) 581-5022

Pennant Educational Materials

4680 Alvarado Canyon Road
San Diego, CA 92120
Phone (714) 282-8101

Prentice-Hall Media, Inc.

150 White Plains Road
Tarrytown, NY 10591
Local: Edward Wiebe
1671 Palm Drive
Covina, CA 91724
Phone (213) 966-6126

Troll Associates

320 Route 17
Mahwah, NJ
Local: John R. Grieder
5751 Ludlow Avenue
Garden Grove, CA 91645
Phone (714) 897-1752

Additional vendors are listed in the *Elementary and Secondary Audio-Visual Resource List* (1976).

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